DOCUMENT RESUME

ED 287 769 SO 018 377

AUTHOR Voeth, Rita A.
TITLE Collaborative Problem Solving: A Strategy for Organizational Change.
PUB DATE Apr 87
NOTE 322p.; Ph.D. Dissertation, Walden University.
AVAILABLE FROM UMI
PUB TYPE Dissertations/Theses - Doctoral Dissertations (041) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC13 Plus Postage.
DESCRIPTORS Change; *Change Strategies; *Development; Foreign Countries; *Organizational Change; *Problem Solving
IDENTIFIERS *Caribbean

ABSTRACT

The feasibility of collaborative problem solving as a strategy for change in a third world setting was the focus of this study. Two projects of the Caribbean Examinations Council (CXC) were assessed. Project I, undertaken during 1981-1983 by the Caribbean CXC, included a series of organization development interventions. The assessment suggested that while there had been several positive outcomes, there was overall dissatisfaction regarding future action. Consequently, Project II, which took the form of an action research pilot demonstration, was undertaken. The major focus was on the development of the skills and supports necessary for effective action implementation. The objective was to investigate whether paying attention to the skill and support elements would make a significant difference. The experiment involved two teams established to address specific problem areas identified by the organization. Major findings indicated that: (1) collaborative change strategies can work in the Commonwealth Caribbean; (2) Caribbean people want to participate; (3) paying attention to the development of participatory problem solving skills helps participants make more effective contributions; (4) top management support is critical to the successful implementation of change; and (5) support provided by an external consultant is important, but it cannot replace internal organizational support. Resistance can develop at any stage. If not effectively addressed, it could lead to abandonment of the change effort. Resistance, however, can be overcome or positively utilized if handled openly and honestly. (SM)

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ABSTRACT

COLLABORATIVE PROBLEM-SOLVING:
A STRATEGY FOR ORGANIZATIONAL CHANGE

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A Dissertation Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Philosophy

WALDEN UNIVERSITY
April, 1987

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The study explored the feasibility of collaborative problem solving as a strategy for change in a third world setting. Of special interest was the phenomenon that very often, plans for change failed to result in effective action.

Project I examined a series of organization development interventions undertaken during 1981-1983, by the Caribbean Examinations Council (CXC). The interventions included staff retreats, management workshops, and the establishment of task teams to address specific problem areas. The assessment suggested that while there had been several positive outcomes, there was overall dissatisfaction regarding follow up action.

Consequently, Project II, which took the form of an action research pilot demonstration was undertaken. The major focus was on the development of the skills and supports necessary for effective action implementation. The objective was to investigate whether paying attention to the skill and support elements would make a significant difference. The experiment involved two teams, which were established to address specific problem areas identified by the organization.

Major findings included the following:

1. Collaborative change strategies can work in the Commonwealth Caribbean
2. Caribbean people want to participate
3. Given the authoritarian tradition, paying attention to the development of participatory problem solving skills, helps participants to make more effective contributions

4. Visible, consistently demonstrated top management support is critical to the successful implementation of change. This includes facilitating the availability of the necessary time and resources

5. Support provided by an external consultant is important; but it cannot replace internal organizational support

6. Resistance can develop at any stage. It may result from situational constraints and frustrations encountered. If not effectively coped with, it could lead to abandonment of the change effort. However, resistance may also be overcome or positively utilized if dealt with openly and honestly

It is recommended that replication studies be conducted in the Caribbean region and other third world countries to determine the generality or limitations of the findings.

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ACKNOWLEDGEMENTS

It is now generally accepted that change is an inevitable, inescapable, fact of life. "Changes, planned or unplanned are ubiquitous aspects of modern management" (Lippit et al, 1985, p. XII). The choice, however, is between assuming a reactive posture to unplanned changes, and making a conscious effort to plan, and therefore directly influence the course of the change. This choice has given rise to the study and practice of "planned change", in which there is a conscious, deliberate and collaborative effort to change a system. Such a system may be the self, an organization, or an entire culture.

This growing desire to improve the methods used by organizations to deal with the complex changes occurring in the environment, has led to the development of a new discipline, known as Organization Development (OD). Davis (1977) describes OD as:

> "an intervention strategy that uses group processes to focus on the whole culture of an organization, in order to bring about planned change. It seeks to change beliefs, attitudes, values, structures and practices - in fact, the entire culture of the organization - so that the organization can better adapt to technology, and live with the fast pace of change " (pp. 177-178).

In Davis' view, important characteristics of OD are that it focusses on the whole organization, is systems-oriented, uses action research, seeks to solve problems rather than discuss them theoretically, uses group processes, and relies heavily on feedback to participants. "By focussing on the whole rather than the parts, OD seeks to integrate the four elements of people, structure, technology and social systems into an effective unit.... The result is improved organizational performance" (p. 179).

Most of the OD interventions documented to date have occurred in the context of developed countries. But OD is increasingly being practiced in the developing world. This study seeks to contribute to the discipline, by describing, evaluating, and attempting to learn from a series of OD interventions undertaken by the Caribbean Examinations Council (CXC) during the period 1981-1986.

I am deeply indebted to CXC for its generous cooperation in making this study possible. I would particularly like to thank the Registrar and staff, the Head of the Personnel & Office Management Division, the convenors and participants of the action research project, for their willing support and cooperation.

Special thanks are also extended to my advisors, Phyllis Solomon, Aubrey Armstrong, and in particular, the late Ron Lippitt, whose guidance and professional counsel have been invaluable.

Finally, I wish to express profound appreciation to Victor Moses, computer specialist; my typists, Hazel Larrier and Chris Cariveau; my friends; my daughter, Joy; and especially my husband, Werner, for their continued support, encouragement, and creative criticism.

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CHAPTER 1

INTRODUCTION

This chapter provides an overview of the study, including the conceptual and contextual framework.

SOCIAL CHANGE

Social change may be described as the process by which institutions, groups and individuals modify their structure, function and values over time. Since this touches the very heart of human existence, it is not surprising that efforts are constantly being made to obtain a clearer understanding of the forces, factors and events which accompany and influence the changes which occur in social systems.

The inevitability of change as an ongoing human condition is no longer questioned. However, instead of the traditional concentration on the prediction of the future, there is now greater focus on efforts to understand, in order to manage change (Lindaman and Lippitt, 1979).

Lippitt (1983) has observed that efforts at predicting the future have been of little value, and lead to a reactive psychology of fitting in, rather than a proactive posture of attempting to determine what we want.

An important trend, therefore, has been a move away from predictive futuring. This has been replaced by preferred futuring, an activity which requires an examination of all available data, past and present, as well as a scanning of the events, developments and trends taking place in the world, the community, the organization, the individual.

This data is used to create images of a preferred future, which consciously takes into account the realities of the present, as well as the human and technological trends which appear to be emerging and which are likely to influence the future. The preferred images generated are then used to develop goals and action plans which make optimal use of the human and technical resources available.

The movement away from predictive but towards preferred futuring, indicates that conscious efforts are being made to find ways of guiding the processes which govern our lives and determine our future, as opposed to the former stance of remaining subject to forces we did not understand and could not control. Efforts to direct and influence social change have therefore become more deliberate, more contemplated.

PLANNED CHANGE

The desire of humans to control their own destiny has also led to the acceptance of two basic categories of change. One type is unplanned, and happens in all organizations. The other is planned, and happens by choice.

Planned change may be defined as a conscious, deliberate and collaborative attempt to improve a system. The changes may relate to human or non-human factors. They may involve the technology, the structure or the processes used by a system.

Planned change uses social knowledge to help solve the problems of humans, their systems and their societies. It involves a high level of collaboration, mutual goal setting and action planning, as well as an equalization of the power ratio of those involved. This is to a large extent, contrary to traditional problem solving methods, thus giving rise to a need for new strategies, and hence, a new discipline, which sought to meet that need.

ORGANIZATION DEVELOPMENT (OD)

According to Bennis (1969):

> Change is the biggest story in the world today, and we are not coping with it adequately: change in the size and movement of people; change in the nature, location and availability of jobs; changing relations between whites and blacks, between students and professors, between workers and employers, between generations, and violent change at that... (p. 1).

The prevailing concern about our inadequacy in coping with the complex and rapid changes occurring in our environment, the burgeoning interest in pursuing the planned change notion in order to effectively assume some degree of control, along with the increasing dissatisfaction with existing problem solving models, have all contributed to the emergence of a field of practice and theory known as Organization Development (OD).

French and Bell describe OD as:

> ...the applied behavioral science discipline that seeks to improve organizations through planned, systematic, long-range efforts focussed on the organization's culture and its human and social processes....The goals of OD are to make the organization more effective, more viable and better able to achieve the goals of the organization as an entity and the goals of the individuals within the organization (p. XIV).

Bennis (1969) sees OD as:

> ... a response to change, a complex educational strategy, intended to change the beliefs, attitudes, values and structure of organizations, so that they can better adapt to new technologies, markets and challenges, and the dizzying rate of change itself (p. 2).

Another representative definition is that given by Beckhard (1969):

> Organization Development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's "processes", using behavioral-science knowledge (p. 9).

While no single definition has been agreed upon, it would be generally accepted that an important objective of OD is organizational change in the direction of improved organizational effectiveness; that it is a collaborative process involving the total organizational system; that it employs a systems approach to the improvement of organizational functioning, and takes into account both the internal and external environments (Lawrence and Lorsch, 1967 and 1969; Margulies and Raia, 1972).

In the words of Alderfer (1977), "OD is at once a professional field of social action" as well as "an area of academic study" (p. 197). A primary characteristic of OD is that it seeks to bring about change through a collaborative approach to problem solving.

PROBLEM STATEMENT AND SIGNIFICANCE

Because OD is still an emerging field in developed as well as developing countries, there are many unanswered questions and unresolved problems. This is compounded by the fact that in dealing with people and organizations, there are innumerable variables in operation, both known and unknown, simple and complex.

The reality that we exist in a turbulent environment of constant and complex change, further aggravates the situation and reduces the degree of control. In addition, the range of OD interventions available, is practically unlimited. Thus, there remains an urgent and ongoing need for careful evaluation and documentation of the various intervention strategies in use.

Also of special interest is the phenomenon that very often, organizational plans, efforts and good intentions do not result in effective change action. This study will investigate possible reasons for this phenomenon.

In addition, most of the OD experiments which have been documented to date, have occurred in the developed world. There is need, therefore, for the experiences of other cultures in different localities around the world to be evaluated and documented.

French and Bell (1978) have noted that:

> A number of cultural dimensions may be critical. What does a given culture say about openness? About the expression of feelings? About participation? About authority? About hard work? What does the culture say about examining the culture?... We think these are important questions that need to be researched. The answers may facilitate OD efforts and/or help create realistic expectations about OD approaches in different cultures (p. 260).

Faucheux et al (1982) have also emphasized the consideration of the cultural and cross-cultural context of organizational change as a challenge to be met by theoreticians and practitioners.

Indiscriminate importation of foreign technology is generally considered undesirable for several reasons. These include cultural differences, appropriateness, and availability of resources. However, the opportunity does exist, to learn from the experiences, research, and even the mistakes of others, thus avoiding "the re-invention of the wheel". In other words, transfer of technology can be useful, even desirable, as long as conscious efforts are made to adjust the technology to make it appropriate to local conditions.

A special characteristic of this study is that the OD interventions occur in a developing country in the Commonwealth Caribbean. The study is therefore able to provide a perspective which reflects the realities of the developing world in general, and the Caribbean region in particular.

At the regional level, while there are indications that the practice of OD is expanding, there is a paucity of documented research. The study can therefore make an important contribution, if only by way of providing baseline data upon which further work may be built.

Potential users of the findings include the Caribbean Examinations Council, OD practitioners and academics, managers and policymakers in the Commonwealth Caribbean, as well as those in other third world countries.

In terms of relevance to developed countries, apart from adding another perspective to what is already known, the findings could be of special interest to international donor agencies. This is because a growing number of consultants from developed countries, funded by these agencies, are being called upon to make meaningful contributions to the development process of third world countries. These agencies, and the consultants they employ, could benefit from any form of exposure to third world realities, experiences and orientations.

THE COMMONWEALTH CARIBBEAN

The Commonwealth Caribbean consists of a number of small units, separated for the most part by the Caribbean Sea, with populations which range from 10,000 to 2,500,000. The countries are at varying stages of political development, from crown colony to independent state.

As noted by Mills & Kubr (1979), it is only since the 1950s that these territories have been engaged in the movement toward self-determination, internal self-government and ultimately independence. As a result of this movement, the first territories were able to obtain full independence in the 1960s. Although most have now achieved full political independence, however, it is normal for these countries to be considered as comprising a single cultural, political and economic region, with many common problems and characteristics.

Discovered by the British toward the end of the 15th Century, the commonalities they share include a history of colonialism and its attendant consequences, such as the prevalence of systems which are bureaucratic, highly centralized, non-participative and generally inflexible. It is important to note that despite the achievement of political independence, the old systems remained, thus continuing to reinforce colonial norms.

As Armstrong & Hope (1980) have observed, the bureaucratic colonial administration had merely been replaced by native politicians who also exercised centralized authority and control. Decision making power was not available to the majority. At the same time, Mills (1973) has observed that challenges to authoritarian attitudes and behavior patterns were increasingly being made by younger groups in search of greater representation and participation in decision-making.

Caribbean scholars such as Hope (1979), and Armstrong and Hope (1980), have repeatedly articulated the need for the region to create its own management and development models, which take into account the history, values, characteristics and aspirations of Caribbean people. On the same theme, Jones (1978) advocates very emphatically, "the development of models that speak specifically to problems of context and which also emphasize the need to disengage from models which are not home grown" (p. 96).

This need has been endorsed by Caribbean policymakers, to the extent that on the practical level, a regional organization, the Caribbean Centre for Development Administration (CARICAD) was created in 1979. According to Mills & Kubr (1979), the organization has been charged with responsibility for "working towards improving the administration/management capability of the Caribbean states in their efforts to sustain social and economic development" (p. 39). To this end, CARICAD, in pursuance of its mandate, has initiated and sustained a vibrant program of organization development, aimed at improving organizational functioning across the region, particularly in the public sector.

With regard to global trends, the Caribbean, like the rest of the world, has not escaped the impact of the rapid and complex changes occurring in what is now commonly described as a turbulent environment. The economic recession in particular, has forced countries globally to re-examine their adaptive mechanisms, if they are to cope effectively, or even survive, given the harsh realities of today's world.

At the same time, advancements in levels of education and in media technology in particular, have promoted within the region, as in other parts of the world, a restive and knowledgeable population, which makes increasing demands on leaders, not only in terms of goods and services provided, but also in terms of democratic and decision making rights.

The cumulative effect of these events, developments and trends, is to further emphasize the inadequacy of traditional strategies, structures and methods for dealing with present and future realities, if poorer countries are to survive in a world of uncertainty and shrinking resources.

It is generally acknowledged that the resources available to developing countries are limited. In times of economic recession, these resources, for a variety of reasons, are likely to become even more scarce. Effective use of all available resources would, therefore, be a legitimate priority agenda item.

It is also recognized that in many cases, the most important natural resource of a developing country is its human resource. It would seem, therefore, that the most effective use of the most abundant, and hopefully, the most valued resource, the human resource, should be an important objective at all levels - regional, national and organizational.

The collaborative problem solving model is one which enables systems to maximize the use of all available resources, both human and technological. It facilitates the possibility of taking into account, all relevant perspectives and situational factors. It allows systems to devise for themselves, with or without assistance, solutions which are appropriate to their specific conditions. This model would, therefore, seem to be an appropriate and desirable one for the Commonwealth Caribbean.

THE CARIBBEAN EXAMINATIONS COUNCIL (CXC)

In keeping with the mood of increasing self-determination and the quest for appropriate models and mechanisms, regional governments agreed that fundamental changes in the education of Caribbean people were also necessary. As a result, the Caribbean Examinations Council (CXC) was established in 1972. The chief objective of this body is to conduct relevant school leaving examinations which take into account, the needs and characteristics of the region, and award certificates and diplomas based upon such examinations - a function hitherto carried out by overseas examining boards.

The CXC Headquarters is located in Barbados, where over 70 fulltime staff members are employed, under the leadership of the Registrar, who is the Chief Executive Officer. There is also an office in Jamaica, known as the Western Zone Office (WZO). This is headed by the Pro-Registrar and employs about 20 persons.

In addition to the regular staff members, CXC draws heavily on the services of resource persons across the region. These include teachers, regional university staff members, and personnel from the Ministries of Education in the various territories. These persons function in a variety of ways, from developing syllabuses and marking scripts to serving on various committees.

The highest administrative and policy making organ is the CXC Council, which consists of 40 members who represent the participating governments, the University of the West Indies (UWI), the University of Guyana (UG), and the teaching profession. The main professional and technical body is the School Examinations Committee (SEC). The Council and SEC meet annually. There are also various sub-committees, chief of which are the Administrative and Finance Committee (AFC), and the School Examinations Sub-Committee (SUBSEC) which meet more often to take executive action.

The operations of CXC are funded chiefly by contributions from the participating territories and the fees paid by candidates who write the examinations. In addition, funds from special projects have also been obtained from international donor agencies such as the United States Agency for International Develpoment (USAID), the Canadian International Development Agency (CIDA), the Commonwealth Fund for Technical Cooperation (CFTC), and the Overseas Development Agency (ODA).

Structurally, there are eight internal divisions at the CXC Headquarters. They are the Examinations Administration (EAD), Finance, General Administration (GAD), Personnel & Office Management (P/OM), Production, Systems, Projects, and Measurement & Evaluation (MED).

Each division is headed by a senior assistant registrar (SAR). Next in line are the assistant registrars (ARs), senior administrative assistants (SAAs), administrative assistants (AAs), secretaries and clerks and the ancillary staff. The Registrar, SARs, ARs, and SAAs constitute the principal staff category; while the AAs, secretaries and clerks constitute the supporting staff category.

In addition to being an instrument of change in Caribbean education, CXC has also tried to effect internal organizational changes through a series of organizational development interventions. This is another new concept in the region, which departs drastically from the traditional, cultural and environmental norms and assumptions, both in terms of organizational introspection, as well as member participation.

While there are indications of growth in the number of organizations introducing OD programs, very little, if any, documentation or evaluation is available, hence the importance of documenting the CXC experiment, in order that the experiences acquired and the lessons learned may be shared.

PURPOSE

Between 1981 and 1983 a series of OD interventions were undertaken by CXC. These are examined in Project I of the study. Project II describes an action research pilot demonstration which was conducted during the period 1984 to 1986. The study seeks to do the following:

1. Focus in Project I on efforts to produce change, and the organizational ambivalence experienced in facing the challenge of change and resistance to change
2. Focus in Project II on an action research experimental demonstration of a change effort which emphasized the quality of change action as well as the goals and plans for change
3. Explore ways of documenting the action research experiment in the form of a step by step procedure so that the total experience including methods and outcomes may be shared
4. Contribute to the theory of resistance to change

METHODOLOGY

Project I: Assessment of OD Interventions (1981-83)

A descriptive diagnosis of the phenomenon of organizational ambivalence in facing the challenge of change and resistance to change is provided in Project I. The data was obtained by using document analysis, questionnaires, and a group interview to analyze a series of OD interventions undertaken by CXC during 1981-1983. The interventions included three one-day staff retreats, a top management workshop, a middle management workshop and the establishment of five task teams to address specific problem areas.

The first staff retreat was held in February 1981, away from the office setting. It involved all of the employees at Headquarters, along with representatives from the Western Zone Office. The objective was to provide an opportunity for members to meet in an informal, non-threatening environment to share information, and collaboratively identify the major problems which hampered the functioning of the organization. This event was followed in September 1981 by the establishment of five task teams to address major problem areas identified at the retreat.

In February 1982, a second staff retreat was held. In March, Top Managers met for a two-day workshop to review the role and mission of the organization. In May, a two-day workshop for Middle Managers was held, as well as another one-day session for Top Managers. In December 1983, after several postponements, the third staff retreat which was due in February was held. A flowchart of these events including the objective of each event is given in Table 1.

The activities and structure of the events which constitute Project I were influenced primarily by two major tenets of OD. In the first place, that OD seeks to bring about change through a collaborative approach to problem solving, hence the staff retreats. Secondly, that organizational change should be managed from the top, hence the top and middle management workshops.

The study began in 1983. Since five out of the six interventions being assessed occurred between 1981 and 1982, opportunity for pre-planned data collection was limited. A design was therefore created to suit the specific circumstances. It included the following:

TABLE 1

FLOW CHART OF INTERVENTIONS ASSESSED IN PROJECT I

February 1981	September 1981	March 1982	May 1982	February 1982	December 1983
First Staff Retreat (1 day)	Five Task Teams Named	Top Management Workshop (2 days)	Middle Management Workshop (2 days)	Second Staff Retreat (1 day)	Third Staff Retreat (1 day)
Objective:	Objective:	Objective:	Objective:	Objective:	Objectives:
To collaboratively identify major organizational problems	To address major problems identified	To review the organization's role and mission (continued at a one-day session in May)	To provide management training Continuation of Top Management workshop	To orient participants to: 1. group problem solving and decision making 2. the role of the individual in the organization 3. stress management	1. To analyse personal and organizational goals 2. To identify possible areas of conflict 3. To identify possible ways of resolving those conflicts 4. To draft an action plan

1. Analysis of relevant organizational documents to obtain written information about the interventions which had already occurred
2. Administration of a modified, pretested version of Preziosi's Organizational Diagnosis Questionnaire (Appendix A), to all members of the organization immediately before and six months after the 1983 staff retreat, to obtain pre/post comparative data
3. A group interview (See Appendix B) in December 1984, of a representative cross section of the organization. All participants were persons who had been involved in the interventions being assessed. The group interview technique was chosen because it specifically facilitates group participation
4. Administration in December 1984, of a questionnaire (Appendix C), to the seven available members of the task teams which had been established following the first retreat

The major findings of Project I, including the weaknesses of the methodology, provided the basis for the design of Project II.

Project II: Action Research Pilot Demonstration (1984-86)

The assessment undertaken in Project I suggested that while there were several positive outcomes resulting from the interventions which had been undertaken, there was overall dissatisfaction caused by the failure to effectively translate the plans and good intentions into action. Consequently, another intervention program which took the form of an action research pilot demonstration, with a focus on the development of action implementation skills, was designed.

The objective was to investigate whether paying attention to the skill development and support elements, would make a difference in terms of actual change. The emphasis was therefore on quality of action development; that is, on the process of providing the individuals and groups involved with the opportunity to develop the skills required to be successful in converting their intentions into effective action.

The idea of the action research pilot project was proposed to the organization by the researcher, who suggested that in this context, three or four priority problem areas could be addressed by voluntary task teams. Management expressed interest in the action research pilot project, but decided that in view of other organizational plans, constraints and time commitments, only two teams would be established.

It was agreed that the General Administration Division would host the project. It was further agreed that the office cleaning and the switchboard/reception activities were the most pressing problem areas of the division at that time, both in terms of the tasks to be performed, as well as the morale of the groups involved.

Following these decisions, two teams were established. Each consisted of a vertical slice of the division, and as such included the managers, supervisors and subordinates, responsible for, or engaged in the specific activities. The convenor, who was selected by management, but who had the support of the teams, and the managers involved, was the same for both teams.

Participants therefore included top management, represented by the Head of Division, middle management, represented by the convenor and the office manager, an immediate supervisor, as well as non-managerial employees.

The researcher, a former assistant registrar in the General Administration Division, who had functioned as internal change agent for all of the interventions which occurred in Project I, but who had since entered private practice as an organizational consultant, served as external consultant in Project II, providing continuing support to management, the convenors, and the teams.

Following Lippit (1982):

> Probably the most significant contribution of the NTL laboratory movement has been the discovery that if groups that are engaged in production and problem solving tasks will focus on their process of interacting with each other, they will achieve significant improvements in productivity (p. 399).

A focus on the process itself, on how team members worked together was therefore an important component of Project II.

The process of planned change involves a series of planning, trying, reviewing and replanning efforts. Feedback is important to discover how things are going; and review of progress important to provide and reinforce the motivation to continue to commit time and energy to a goal directed effort.

Paying attention to participants' reports of their learnings, as well as their criticisms, is an important technique for remaining sensitive to the growth and needs of the participating teams and individuals.

Evaluation was therefore ongoing. There were process interventions, or brief "stop sessions", during meetings, to share data about how things were going. There was also the collection, sharing and use of end of meeting feedback data, which was used to improve subsequent sessions.

With regard to the final evaluation, however, it had originally been planned, that comparative, and more quantifiable data would have been obtained, by administering an assessment questionnaire to the seven available members of previous task teams, and to the participants of the action research project.

To do this, for each group of participants, and for each question, the information examined would have included:

1. The mean response and standard deviation
2. The 95% and 99% confidence interval for the mean response
3. The number and percentage choosing each response

Significance tests on the difference between the group means were to be done for each question, to determine whether the differences were significant. A test of independence between groups and responses was also to be done, using a test of significance based on the chi-square statistic. This test would have been applied to determine whether the differences in responses between the groups could reasonably be attributed to the action research intervention.

The questionnaire (Appendix C) focussed on the achievement of objectives, the goal setting and other processes used by the teams, the outcomes, expectations and fate of their efforts, as well as their personal feelings and learnings.

The questionnaire was actually administered to the members of the previous task teams in December 1984. However, in view of a series of situational difficulties, the decision to administer the questionnaire to the participants of the action research project was abandoned.

The action research project had encountered an excessive number of problems and setbacks. Participants had become frustrated and quite bitter. It was therefore agreed that given the way things had developed, it was no longer appropriate or advisable to administer the questionnaire.

This meant, unfortunately, that it was no longer possible to collect comparative, quantifiable data as was originally intended. Instead, final evaluation data was collected primarily by conducting a group interview of the participants of the action research project.

The group interview technique is particularly effective in collecting participative data, since participants are able to clarify and build on each other's inputs. In addition, participation by persons from different levels of the organization is accommodated, thus facilitating cross data communication.

Additional data was sought by interviewing individually, top and middle management participants. While the data obtained was neither easily tabulated, nor expressed in statistical terms, it was none-the-less, extremely informative.

INQUIRY PROPOSITIONS

In Project I, the inquiry proposition is that it is possible to analyze and define bases of resistance to change by an analysis of the plans, good intentions and lack of action in a series of organizational efforts.

In Project II, the inquiry propositions are as follows:

1. It is possible to demonstrate a model of successful collaborative problem-solving that overcomes the

bases of resistance which have been revealed in Project I by focussing on the skills and supports necessary for effective follow through

2. Focussing on the skills and supports needed for quality of action is the basic differential ingredient with regard to the success vs non-success of a planned change effort

DEFINITION OF TERMS

For the purposes of this study, the terms listed below are defined as follows:

Planned Change:	A conscious, deliberate and collaborative attempt to improve a system
Change Agent:	A person who facilitates planned change
Client System:	The group of people being served by the change agent
Collaborative Problem-Solving:	A technique which seeks to involve the total system, particularly subordinates and lower power persons, to the extent of their knowledge, in the problem solving and decision making processes of an organization. A major objective is to increase the sense of ownership at the lower levels
Quality of Action Development:	The process of providing the individuals and groups with the opportunity to develop the skills needed to be successful in their intentions

Diffusion: The process by which an innovation spreads

ASSUMPTIONS

Major assumptions upon which the study is based include the following:

1. Organizations are open systems in constant interaction with their environments. They exist for the achievement of specific goals
2. Each system consists of interacting subsystems, each with its own objectives and subgoals, which need to be coordinated in order to achieve the overall goals of the total system
3. Goals are an important factor in measuring effectiveness, hence the need for goal clarification on an ongoing basis
4. There are no simple panaceas for effecting organizational change
5. A systems approach to planned change has greater chances of success
6. Collaborative diagnosis, analysis and search for solutions on an ongoing basis have a good chance of producing desired changes
7. A joint process of inquiry involving clients and consultants is more likely to produce valid information on which to base change
8. Collaboration of internal and external change agents permits appropriate synthesis of external technology with internal reality
9. A successful intervention and process of planned change includes a focus on development of the skills and resources for a high quality implementation of change plans
10. Based on the specifics of the situation, a change agent may function as any or all of the following: catalyst, solution giver, process helper, resource linker, skill trainer

11. OD is a long-term process, hence it is probably unrealistic to expect dramatic short-term effects

12. Diffusion of innovations also requires an extended period of time

LIMITATIONS AND OPPORTUNITIES

Project I

The limitations of Project I lay primarily in the fact that attempts were being made to mobilize data which described past efforts. The advantages of pre-planned data collection were therefore limited. However, there was the advantage that many of the actors were still available and could be tapped as sources of information.

The situation was probably unique in that the researcher was able to benefit from the perspectives of an internal, as well as an external change agent. Having served as a trusted internal change agent during 1980 - 1983, there was ready access to knowledge, inside resources, power figures, opinion leaders, history and data. There was also a high level of acceptance, credibility and openness by members of the organization, both managerial and non-managerial. Communication was easy. At the same time, by functioning as external change agent during 1984 - 1986, the necessary balance and objectivity were maintained.

Project II

Most organizations appear to experience the problem of lack of time. At CXC, this is a major problem, with which the organization needs to come to terms.

Because of the absence of a regional tradition in the administration of such examinations, CXC has been forced to undertake the development of the infra-structure required to conduct the relevant support activities.

Because CXC has performed commendably in terms of meeting its mandates, it is generally perceived as a successful, high performing regional organization. Consequently, it is constantly being asked by governments and other bodies local, regional and international, to undertake additional responsibilities.

Given that these requests usually relate to important components of regional education, to activities which are complementary to its work; and given also, that CXC often appears to be the most appropriate of existing organizations, to undertake the specific tasks, the organization often finds it difficult to refuse. This has created an acute problem of over commitment of time and resources.

Further, the organization draws heavily on the services of resource persons across the region, who already have full-time responsibilities with other organizations, and whose availability, therefore, is often uncertain in terms of specific dates. This makes planning, both long and short term even more difficult.

In short, apart from dates which relate specifically to the administration of the examinations, which for obvious reasons cannot be changed, there are very few activities in the entire history of the organization which have occurred on the first dates for which they were planned.

Project II suffered immeasurably from this unfortunate organizational problem. Difficulties were further aggravated by the fact that the experimental teams consisted of persons from the services department of the organization. This meant that in terms of regular duties, participants were constantly operating at peak, responding to the needs and activities of the organization in general and specific departments in particular, with the result that the project had to cope with extremely high levels of frustration caused by an excessive number of delays and postponements, as it sought to compete with other activities, planned and unplanned, for scarce organizational time.

This situation, combined with other unforseen organizational constraints, created many difficulties for the project, to the extent that it was seriously threatened by premature closure. Participants had become so frustrated, angry and disillusioned that in September 1985, they strenuously recommended its immediate termination.

Perhaps problems such as these serve as a reminder that in working with real organizations, as opposed to simulated situations, white mice, or test tubes, the possible number of unanticipated variables, frustrations and changes of plan, are countless.

DOCUMENTATION, DIFFUSION AND IMPLICATIONS

The need for well conducted, clearly reported studies is important if the body of knowledge of OD is to be advanced. Following Lippitt et al (1958), professionals involved in the business of change and innovations have certain responsibilities with regard to the development and communication of social interventions. The authors contend that documentation of such experiences should include not only an appraisal of the success or failure of the innovation in its particular context, but also a description of the basic model, its essential elements and structure, in order that it may be reconstructed correctly in varying contexts.

Twenty-two years later, Lippitt (1980b) observes that while a substantial proportion of the significant interventions in education and helping professions are developed by creative, practicing professionals, very few of these practices are transmitted to other practitioners, and particularly in enough detail and systematic description for the evaluation, adoption or adaptation. Lippitt suggests that an important reason for this, may be that unlike disciplines such as agriculture and medicine, in the field of social science, there have been no traditional structures, procedures, rewards, networks and other support systems for linking basic and applied research to operating practice. Whatever the reason, it is obvious that social scientists in developed as well as developing countries, share the responsibility for finding ways to meet the challenge.

Given the increasing complexities with which modern organizations must cope, the need for careful documentation, diffusion and utilization of innovations is perhaps even more relevant today. In a world of apparently shrinking resources, readiness to share, exchange and utilize each other's resources, including innovative problem solving practices, is an obvious asset.

Lippitt (1982) emphasizes the need for modern organizations "to re-examine their objectives, review their structures, improve their relationships, and rediscover their responsibilities to their members, clients, and employees" (p. IX). The need for continuous re-assessment and renewal is relevant to organizations everywhere.

In developed as well as developing countries, organizations are constantly charged with being bureaucratic, non-participative, highly centralized and inflexible.

Within the Caribbean region, the need for organizational reform in both the public and private sectors is generally accepted. The persistence of authoritarian approaches, lack of clarity of objectives, and poor communication are just a few of the weaknesses which have been identified.

In developing countries in general, and in the Caribbean, in particular, the search for appropriate mechanisms continues to be important. In a constantly changing environment, there is an ongoing need to monitor the development models in use, in order to ensure effective management of the available resources, both human and technological.

This study seeks to promote the acceptance of a new paradigm of collaboration, as against more traditional authoritarian models. It seeks to reinforce, at the organizational, as well as at the regional level of Caribbean society in particular, not only the viability of collaborative approaches to change, but also the possibility of breaking with traditional norms in non-traditional, non-threatening ways, without loss of respect or control.

There is very little by way of documented OD research undertaken in develpoing countries in general, and the Caribbean in particular. The study therefore represents pioneer, trail blazing work in the field, and suggests directions for further research.

Documentation of the CXC experiment provides the opportunity for sharing with other organizations, managers, OD practitioners and academics, union leaders and other interested groups, in developing as well as developed countries, the experiences gained, the benefits derived, and the lessons learned.

CHAPTER 2

LITERATURE REVIEW

INTRODUCTION

Organization development (OD) is a comparatively new field of theory and practice. According to French & Bell (1978), it evolved out of the human relations tradition and laboratory training methods of the 1940s and 1950s. Hence it is still an emerging discipline.

As was noted in Chapter 1, most of the documented OD research to date has occurred in the context of the developed world. Consequently, most of the available literature also originates there.

However, given that OD is heavily people oriented; given also that two-thirds of the world's population live in the developing world; and given finally, that there is increasing interdependence between the developed and the developing world, both groups, developed and developing, can learn from the experiences of each other.

To maximize the benefits, however, it is imperative that the implementers of the ideas make conscious efforts to ensure that in applying the foreign theories and technologies, appropriate adjustments are made which take into account local customs, conditions and realities.

The practice of OD at all levels of society has special implications for and relevance to all countries which share a colonial past, since it provides a vehicle which facilitates dispensation with traditional authoritarian norms in constructive, positive, and satisfying ways.

This chapter seeks to present an overview of the field of OD: its characteristics and history, various types of interventions, and some of the research problems encountered. It concludes with a discussion of action research, the model which was used for the study.

DEFINITIONS OF OD

A review of the literature has indicated that perhaps because OD is still an emerging field, while many definitions have been attempted (see, for example, Buchanan, 1967; Beckhard, 1969; Bennis, 1969; Burke, 1972), no single one has been agreed upon. Perhaps one of the most representative, is one proposed by French and Bell (1978):

> Organization development is a long-range effort to improve an organization's problem-solving and renewal processes, particularly through a more effective and collaborative management of organizational culture - with special emphasis on the culture of formal work teams - with the assistance of a change agent, or catalyst, and the use of the theory and technology of applied behavioral science, including action research (p. 14).

Another good definition, and one which integrates the various focuses of OD, that is, the human, structural and technological, is given by Friedlander and Brown (1974):

> Our concept of organizational development calls for change in technology and structure (technostructural), or change in individuals and their interaction processes (human-processual), rather than efforts to change only the people, only the structure/process, or only the technology of the organization (p. 314).

CHARACTERISTICS OF OD

French and Bell (1978) have identified eight characteristics which they think differentiate OD interventions from more traditional ones.

They are as follows:

1. An emphasis, although not exclusively so, on group and organizational processes in contrast to substantive content
2. An emphasis on the work team as the key unit for learning more effective modes of organizational behavior
3. An emphasis on the collaborative management of work team culture
4. An emphasis on the management of the culture of the total system
5. Attention to the management of system ramifications
6. The use of the action research model
7. The use of the behavioral scientist change agent, sometimes referred to as a catalyst or facilitator
8. A view of the change effort as an ongoing process

Another characteristic is an emphasis on human and social relationships. The authors point out however that while this characteristic does not necessarily differentiate OD from other change efforts, it is nevertheless an important feature.

OVERVIEW OF OD INTERVENTIONS

The planned structured activities in which clients and consultants participate during the course of an OD program are referred to as interventions. A wide range of interventions is available, and the choice is determined by the nature and requirements of the particular situation. French and Bell (1978) have identified the following as the major types of OD interventions:

1. Diagnostic - These are fact finding interventions designed to discover the state of the system, as well as the nature and extent of the problem. Data collection methods may include interviews, questionnaires, surveys, meetings, as well as more creative designs

2. Team Building - These interventions are designed to improve the operation of teams within the system. They may relate to tasks, skills or relationships. The teams may include formal work teams, temporary task teams or newly constituted teams
3. Intergroup - This range of interventions is designed to improve the effectiveness of interdependent groups. They focus on the joint activities of the groups as a single system rather than as separate subsystems
4. Survey Feedback - These interventions involve working the data produced by a survey, and designing action plans based on this data
5. Education and Training - These interventions are designed to improve individual and group skills, abilities and knowledge. Depending upon the situation, they may aim at improving different types of skills, including technical, interpersonal, leadership, decision making, problem solving, goal setting, planning
6. Technostructural or Structural - These interventions aim at improving organizational effectiveness through changes in the task, structural and technological subsystems. This is normally done either by experimenting with new organization structures, and evaluating their effectiveness in terms of specific goals, or by devising new ways to bring technical resources to bear on the problems
7. Process Consultation - In this type of intervention, the change agent or consultant tries to provide the client with insights into the human processes in organizations, as well as the skills for diagnosing and managing them. Processes such as communication, roles of the leaders and other members of groups, problem solving and decision making, leadership and authority, intergroup cooperation and competition, group norms and growth, are emphasized

8. Grid Organization Development - These activities were invented and documented by Blake and Mouton (1969). They constitute a six-phase change model involving the total organization. Internal resources are developed to conduct most of the programs, which could last over a three to five year period. The program begins with upgrading individual managers' skills and leadership abilities. This is followed by team improvement activities, then inter-group relations activities. Subsequent phases include corporate planning for improvement and developing implementation tactics. The program concludes with an evaluation phase which assesses change in the organization culture and looks toward future directions

9. Third-Party Peacemaking - These interventions are conducted by a third party who is a skilled consultant or change agent. According to Walton (1969), they are designed to help members of organizations to manage their interpersonal conflicts. They are based on confrontation tactics and an understanding of the processes involved in the resolution of conflicts

10. Coaching and Counseling - These interventions usually involve either the consultant or other members of the organization working with individuals to help them in specific areas such as defining learning goals, learning how others perceive their behavior, learning new behaviors in an effort to achieve their goals better. The two major features of these activities are that the feedback given to the individuals is non-evaluative, and the search for alternative behaviors is a joint venture

11. Life and Career Planning - These interventions enable persons to focus on their life and career objectives and ways of achieving them. The structural activities engaged in include the preparation of life and career inventories, discussions of goals and objectives, assessment of personal capacities, areas of strength and weakness, as well as the identification of additional training requirements

12. Planning and Goal Setting - These interventions aim at improving planning and goal setting skills at all levels of the organization, from the individual to the group, to the total system. They include the use of theories and models of planning, goal setting and problem solving and provide the opportunity for participants to utilize them experientially

Each of these 12 major types of interventions includes a wide variety of activities and exercises.

In addition to these major categories of interventions, there are a host of other approaches used by OD consultants. These include the contingency theory of Lawrence and Lorsch, Likert's system management, transactional analysis, the application of Gestalt therapy, management by objectives, Beckhard's confrontation meetings and Kurt Kewin's force field analysis. More recently preferred futuring as an intervention, along with reality practice, the notion of providing participants with skill practice and supportive feedback in a safe environment, in preparation for anticipated high risk situations, have also been the focus of increased attention.

Nicholas (1982) groups OD interventions into three major categories - technostructural, human process, and multifaceted approaches. The latter consists of any combination of technostructural and human process interventions. Given their eclectic nature, multifaceted approaches are likely to be superior since they are better able to respond to diverse situations.

Whatever interventions are selected, however, in order to be congruent with the tenets of OD, the strategies should include a collaborative diagnosis of the situation, as well as joint problem solving, action planning, implementation and evaluation.

ROLE OF CHANGE AGENT

The literature indicates that the interventionist or change agent plays multiple roles. Lippitt et al (1958) have identified these roles as follows:

> (1) diagnosing the nature of the client system's problems; (2) assessing the client system's motivations and capacities to change; (3) appraising the agent's own motivations and resources; (4) selecting appropriate change objectives; (5) choosing an appropriate type of helping role; (6) establishing and maintaining the helping relationship; (7) recognizing and guiding the phases of the change process; (8) choosing the specific techniques and modes of behavior which will be appropriate to each progressive encounter in the change relationship; and (9) contributing to the development of the basic skills and theories of the profession (p. 126).

Lawrence and Lorsch (1969) suggest three roles - educator, diagnostician, consultant. Havelock (1973) perceives four roles - catalyst, solution giver, process helper and resource linker.

Argyris (1970) believes that the tasks of the change agent are to help the client system generate valid information, provide free choice for client among decision alternatives, and provide clear ownership of the chosen alternatives or action plans.

Margulies and Raia (1972) see the change agent as technical expert as well as process facilitator. Within this framework, they see the change agent as having task and process responsibilities in seven major areas. These areas are problem verification, problem solving, feedback, utilization of research, relationship to the client, involvement with the problem and the people involved, and a systems approach, which implies concern for other parts of the organization.

Following an extensive review of the literature on the multiple roles of the consultant or change agent, Lippitt and Lippitt (1978) concluded that the roles included advocate, information specialist, trainer/educator, joint problem solver, identifier of alternatives and linker to resources, fact finder, process counselor and objective observer/reflector.

Despite the variety of observations on possible roles, however, it seems reasonable to conclude that four basic tasks of the interventionist are to help with diagnosis, with exploring alternatives, with developing client ownership of the data and action plans, and very importantly, with the development of skills for high quality action to implement action plans. These four basic tasks would appear to subsume the variety of roles which have been proposed. Many interventions have failed because the fourth element, the development of skills, has been neglected. The present study has attempted to focus on this component.

In the practice of OD, the task of the interventionist is not to impose a pre-packaged solution, but rather to assist clients in collaboratively developing their own solutions, as well as the skills required for high quality action. The members of the organization are expected to be involved from the detection and diagnosis of the problems through group-generated data, to the search for solutions, action planning, implementation, evaluation and further planning.

A major objective of this approach is to build and strengthen the internal capacity of organizations, to detect, diagnose and find solutions to their problems, whether present or future, people, structure or task-oriented, internal or environmental. It is assumed that there is no one best solution to any problem. This method allows for flexibility, and for inputs from all sectors, perspectives and subsystems. It permits the use of all available resources both internal and external as opposed to total reliance on the prescription of the change agent or expert. It takes into account the specifics of the situation and encourages systems to devise appropriate solutions for themselves as opposed to blind application of outside technology.

HISTORY OF OD

OD practice and theory evolved out of the human relations tradition and laboratory training methods of the 1940s and 1950s (French and Bell, 1978). Consequently, the early practitioners of the 1960s, limited their programs to behavioral change strategies. This began to change, however, when Leavitt (1965) identified three basic approaches to organizational change - structural, technical and behavioral - as a result of which structural and technical change strategies soon developed.

As OD matures, practitioners are increasingly accepting that successful strategies must take into account the interdependencies and interactions of the various subsystems which operate within the organization, as well as in the external environment. OD interventions have therefore developed from an exclusive favoring of one specific type of intervention over another, to a more integrated systematic and all-inclusive approach to change (French and Bell, 1978).

Over the years, emphasis has shifted from an orientation of primarily human resource development, to a more comprehensive system development. Practitioners are now more likely to perceive an organization as a complex set of interdependent subsystems - people, structures, technology and tasks, in constant interaction with each other, as well as with a dynamic environment. Vaill (1973) comments as follows:

> All through the 1960s organization development tried to ignore technology and the business realities of the organization and the environment it existed in. But in the last ten years organization development has become more and more comfortable with the fact that the whole system must be the object of change, and the *whole* system is a stew of people and things and factors, not a homogeneous and regular phenomenon at all (p. 25).

In keeping with its espoused contingency approach, it is likely that OD itself will continue to change in an effort to respond to the constantly changing needs of the environment. In fact, it has already been described as being in transition (Burke, 1976), and undergoing significant transformation (Faucheux et al, 1982).

EVALUATION OF OD INTERVENTIONS

Evaluating OD programs is a complicated and difficult undertaking (French and Bell, 1978). Perhaps for this very reason, complaints about the paucity of good research on OD have continued. Nonetheless, the findings indicate that both positive (for example, Paul and Gross, 1981) and negative (for example, Porras and Wilkins, 1980) outcomes have been achieved.

While Alderfer (1977) was able to report on expansion in the range of settings to which OD interventions were being applied, and on the wide variety of technological developments, he also noted that comparatively few of the new technologies had been evaluated. He did note, however, that of those which had been evaluated, there were indications of improvement in the design, measurement and interventions employed. (See, for example, Kimberley and Nielsen, 1975; Hautaluoma and Gavin, 1975; Alderfer and Brown, 1975).

Porras and Berg (1978) reviewed OD evaluation research for the period 1959 to 1975. Their study emphasized how difficult it is to find rigorous quantitative evaluations of OD projects. According to this study, many OD conceptions are unsubstantiated. Among the positive findings, however, was a significant increase in the use of survey feedback and process consultation.

Survey feedback is a process in which data is systematically collected and fed back to the client system for the development of action plans. Bowers (1973) in his study of OD techniques and their results in 23 organizations, found that survey feedback was associated with perceptions of significant positive changes in organizational functioning. The literature also suggests that the effectiveness of survey feedback can be further increased by collaborative involvement of participants, including management, facilitation by an outside consultant, and specific decisions about follow-up and action steps (Friedlander and Brown, 1974).

Process consultation is an approach or method for intervening in an ongoing system. It may consist of many different interventions. In this approach the change agent works with the client system to help it become aware of its own processes and use its own problem-solving ability and resources. Schein (1969) defines it as "a set of activities on the part of a consultant which help the client to perceive, understand, and act upon process events which occur in the client's environment" (p. 9).

RESEARCH PROBLEMS

Research on OD has encountered a variety of problems (see, for example, Friedlander and Brown, 1974; Alderfer, 1977; Faucheux et al, 1972). It is the view of French and Bell (1978) that the major research problems are related to imprecision of definitions and conceptualizations (following Kahn, 1974), internal and external validity as defined by Campbell and Stanley (1963), and a lack of supporting theory to guide the research. Problems of methodology may also be added to this list.

Imprecision of Definitions

It has already been noted that there is no universally agreed upon definition of OD. An OD program may consist of a single intervention or a series of activities. Improved organizational effectiveness is equally difficult to define. Hence, operational definitions, as described by Kerlinger (1973) for example, are difficult. This lack of precision in definitions is believed to have retarded the development of research on the OD process.

Internal Validity

Concerning internal validity it has been observed that progress has been made primarily through increased use of Campbell and Stanley's (1963) experimental and quasi-experimental designs, and longitudinal studies (Pate et al, 1977; White and Mitchell, 1976). Time series designs have also been recommended and used as a possible solution for reducing threats to internal validity (Berkowitz, 1969).

External Validity

Regarding external validity or generalizability, Alderfer (1977) has reported that OD is being applied to an ever-increasing range of settings. But the question has also been asked, is it possible that some techniques will be found to be situation specific, while others may be more universally applicable (French and Bell, 1978). For example, it would appear that so far, OD consultants have been more successful in working with small systems than with bureaucracies and large systems (Burke, 1980; Porras and Wilkins, 1980). This suggests that size may be a particularly important factor. Also, Faucheux et al (1982) in their review, have emphasized the importance of giving due consideration to the cultural and cross-cultural context of organizational change as a challenge to be met by both theoreticians and practitioners. The present study seeks to make a contribution to this perspective.

Lack of Theory

Following Kerlinger (1973), theory may be defined as:

> ... a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting phenomena (p. 9).

If it is agreed that precise definitions and conceptualizations of OD have not yet been developed, then it is easy to understand the statement by French and Bell (1978) that "there is essentially no comprehensive theory to explain the process of planned change in organizations" (p. 230).

They contend that without a theory, the relationships among variables, as well as the variables themselves, remain unknown. Hence OD researchers still face difficulties in clearly defining the independent and dependent variables, and consequently in accurately measuring the effect of one upon the other.

Following Weisbord (1974) and Burke (1976), it has also been pointed out by Alderfer (1977) that scientific achievements had consistently lagged behind practical accomplishments; that interventions were not typically derived from theoretical positions, nor were OD projects usually concerned with testing hypotheses derived from systematic theoretical positions. Alderfer concluded that although some theoretical work was taking place in OD, it was of a relatively primitive form.

Argyris (1970), Alderfer (1976), Blake and Mouton (1976) and others have all made contributions to the theory building process. A significant contribution has also been made by Dunn and Swierczek (1977) towards the building of grounded theory. By applying retrospective case analysis to sixty-seven successful and unsuccessful change efforts, they tried to discover whether certain hypotheses which appeared in OD literature actually held up in practice. Of the eleven hypotheses examined, the three which received most support based upon the data are as follows:

> H4. Change efforts in which the mode of investigation is collaborative will be more successful than efforts undertaken with other modes of intervention.
>
> H5. Change efforts in which the change agent has a participative orientation will be more successful than change efforts in which the change agents share a different orientation.
>
> H10. Change efforts employing standardized strategies which involve high levels of participation will be more successful than those which involve low levels of participation (p. 149).

These findings are of particular relevance to the present study, which seeks to promote collaborative problem-solving as a viable strategy for producing change.

Problems of Methodology

Many of the problems confronting research on OD appear to be inherent in the very nature of the task. Lawler III (1977) has observed, for instance, that the demands of experimental designs are unrealistic in view of the way in which organizations actually operate. Requirements such as random assignment of subjects, control groups, precisely defined experimental treatment and control over variables which might confound the experiment, while easily obtained in a laboratory situation, are difficult, if not impossible in real organizations.

Alderfer (1977) has suggested that perhaps evaluation research might be more appropriate for OD processes, since, following Angrist (1975) and Burgoyne and Cooper (1975), both activities were born of multiple, sometimes conflicting values. He felt that researchers might even face trade-offs between the rigor of their designs and the perceived practical utility of the information generated.

Friedlander and Brown (1974) have also discussed the difficulties involved in research on organizations. They felt that these were to be expected since organizations were complex systems with many relevant variables which combined in intricate interactions. They also believed, however, that the very dilemmas which confront OD research might be the opportunities for creating new approaches to what they referred to as, "knowledge getting" and "knowledge-giving". They believed, for instance, that action research might be more appropriate than evaluation research, especially since it involved a search for solutions which would respond simultaneously to the needs of the client as well as the consultant.

ACTION RESEARCH

Action research has been defined by French and Bell (1978) as both an approach to problem solving and a problem-solving process. In other words, it is a model or paradigm, as well as a series of activities. It provides an approach, as well as a process, for generating and utilizing information about an organization or system, which in turn provides a base for an action program.

Following French and Bell (1978):

> The action research model consists of (1) a preliminary diagnosis, (2) data gathering from the client group, (3) data feedback to the client group, (4) data exploration by the client group, (5) action planning, and (6) action (p. 17).

The authors noted that the desired outcomes of the action research approach are solutions to immediate problems as well as a contribution to scientific knowledge and theory. Hence they define action research as:

> ... the application of the scientific method of fact finding and experimentation to practical problems requiring action solutions and involving the collaboration and cooperation of scientists, practitioners and laymen (p. 90).

Like OD, action research is data-based, employs a collaborative approach, and is an open problem-solving social intervention. It involves client systems in the collection, analysis and use of data about themselves, as well as in the evaluation of the action. Some of the advantages of action research are that people are more inclined to utilize the findings, to become more deeply involved in the process, and to develop a greater sense of psychological ownership of the findings. By involving client systems at all stages of the process, action research plays a significant role in building the system's internal capacity for research and development, and future problem-solving activity (Lippitt, 1979; Susman, 1981).

Action research accommodates eclectic data collection methods. It facilitates the use of questionnaires, interviews, observation and analysis of documents. It includes qualitative as well as quantitative data. It caters to the use of multiple methodologies and techniques, thus allowing maximum flexibility. Action research seemed to be highly appropriate, and was therefore used for this study.

CHAPTER 3

RESEARCH PROCEDURES

INTRODUCTION

As noted at the end of Chapter 2, the action research model was selected for this study primarily because of its eclecticism, flexibility and, in particular, its compatibility with the collaborative tenets and strategies of OD.

The study consists of two projects. In Project I, a series of OD interventions undertaken between 1982 and 1983 was assessed. In Project II, a pilot demonstration was conducted.

The chapter begins with a discussion of the action research model. This is followed by a detailed description of the client system, its role and mission, history and growth pattern, and organizational structure. The background to Project I, the methods used, as well as the theoretical framework are then presented.

The final section deals with Project II. It includes a description of the planned procedure, a discussion of the major events which actually occurred, and the obstacles encountered.

THE MODEL

Rapoport (1970) describes the aims of action research as contributing "both to the practical concerns of people in an immediate problematic situation and to the goals of science by joint collaboration within a mutually acceptable ethical framework" (p. 499).

According to French and Bell (1978):

> Two philosophical and pragmatic values underlie action research. The first value is that action plans and programs designed to solve real problems should be based on valid public data generated collaboratively by clients and consultants. This belief calls for actions to be based on diagnostic research - an *action-should-follow-research* mode of thinking. Or, to state it another way, diagnose the problem situation and base action plans on that diagnosis. The second value is that action in the real world should be accompanied by research on that action so that we can build up a cumulative body of knowledge and theory of the effects of various actions directed to solving real world problems (p. 98).

The action research model thus offers a unique opportunity to satisfy organizational needs by seeking solutions to their problems, as well as the researcher's quest for theory and empirical validation of theory.

Following Susman and Evered (1978), action research involves a cyclical process of five phases, as shown in Table 2. They are diagnosing, action planning, action taking, evaluating and specifying learning. These phases closely parallel the steps outlined by Dewey (1933) as necessary for reflective thinking. The client system's infrastructure and the action researcher, jointly maintain and regulate the various phases. In this study, each of the five phases, diagnosing, action planning, action taking, evaluating and specifying learning was conducted jointly by the client system and the researcher.

THE CLIENT SYSTEM

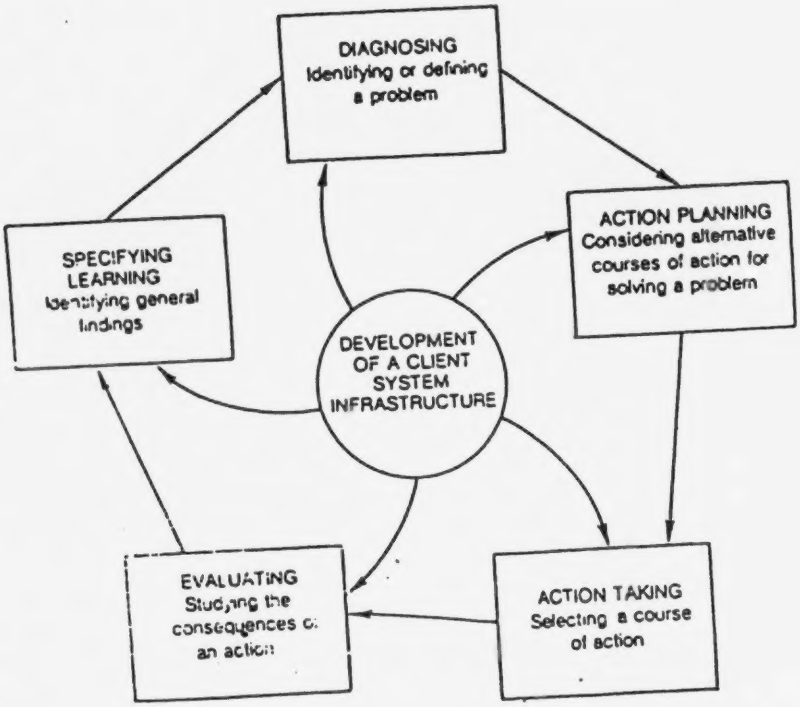
Role and Mission

The Caribbean Examinations Council (CXC) is a regional examining body established in 1982 by an Agreement among Commonwealth Caribbean territories for the primary purpose of conducting secondary school leaving

TABLE 2

THE CYCLICAL PROCESS OF ACTION RESEARCH

(From Susman and Evered, 1978)


DIAGNOSING
Identifying or defining a problem
ACTION PLANNING
Considering alternative courses of action for solving a problem
ACTION TAKING
Selecting a course of action
EVALUATING
Studying the consequences of an action
SPECIFYING LEARNING
Identifying general findings
DEVELOPMENT OF A CLIENT SYSTEM INFRASTRUCTURE

examinations. The 14 participating territories are Antigua & Barbuda, Barbados, Belize, British Virgin Islands, Dominica, Grenada, Jamaica, Montserrat, St. Kitts/Nevis, St. Lucia, St. Vincent & The Grenadines, Trinidad & Tobago, and Turks & Caicos Islands.

Prior to its establishment, Caribbean children wrote secondary school examinations administered by overseas boards, chiefly Cambridge and London. Such examinations did not adequately cater to the specific characteristics, culture, needs and problems of the region. Also, they assessed only about 20% of the school leaving population. Hence, as an examining board, CXC's immediate objectives were to provide relevant school leaving examinations to replace those traditionally set by overseas boards, to test a wider range of abilities, and thus a larger percentage, and to ensure that the standard of its examinations was regionally and internationally recognized.

Because of the absence of a regional tradition in the administration of such examinations, appropriate structures and mechanisms to conduct relevant support activities were also missing. Hence, unlike traditional examining bodies, and because of its developmental role, CXC was also forced to assume responsibility for a number of activities related to the administration of examinations. For instance, one of its first assignments was to train a core of staff in measurement and evaluation. This was followed by recruitment of senior educators and teachers to become involved in the development of syllabuses. The actual marking of the scripts also necessitated the training of a regional core of markers.

In addition, the creation of the new examinations required new approaches, teaching materials, and the orientation of teachers to the new syllabuses. To help in meeting these needs, CXC, with the assistance of donor agencies, has organized and facilitated psychometric and subject development workshops and conducted in-service programs for teachers across the region.

There is no doubt that in its short life, CXC has already made a considerable impact on regional education and cooperation. Regional expertise in the field of Measurement & Evaluation has been developed. As a result of the experience gained by the teachers involved in CXC's annual residential marking exercise, assessment practices across the region have improved. Through the opportunities provided by CXC for colleagues to meet and interact, a network of Caribbean educators has now been created. Also, the teachers, educators, and other resource persons trained and used by CXC continue to be available within their own territories and may therefore utilize their acquired expertise at the national level in the creation and expansion of local educational programs.

History and Growth Pattern

The Agreement to establish the Council was signed in April 1972. The inaugural meeting was held in January 1973. Later that year, the Chief Executive Officer, the Registrar, was appointed and based at the Headquarters in Barbados. In 1974, the Pro-Registrar who is also head of the Western Zone Office in Jamaica, along with a skeletal administrative staff were appointed. The major activities during 1974 centered around informational visits by the Registrar and Pro-Registrar to overseas examining bodies in the United Kingdom and West Africa.

1975 saw the appointment of the first subject panels to develop and review syllabuses, recommend methods of testing, and other related activities. The date on which the first five examinations would be offered was changed from 1980 to 1979, one year earlier. The first examiners were also trained by Cambridge University Local Examinations Syndicate. The staff at Headquarters increased from 7 to 12.

Between 1976 and 1979, when the first examinations were offered, the major pre-examination activity included the training of staff members and examiners by the Educational Testing Service (ETS), New Jersey, USA, and the completion and publication of syllabuses to allow schools a two-year teaching period prior to the administration of the examinations. Local Registrars were appointed within each participating territory, and a public relations program aimed at specific crucial publics as well as the general public was initiated.

The number of subject areas examined also increased rapidly, from five in the first year (1979) to 24 in 1984. Candidate entries rose from 30,276 in 1979 to 60,059 in 1984, while subject entries jumped from 61,584 in 1979 to 211,991 in 1984. To date, 28 syllabuses have been formulated and 49 examinations, at two levels, are available to candidates.

This hectic organizational activity was also reflected in rapid growth in the size of the staff. At Headquarters, for instance, numbers rose from 21 in 1976 to 24 in 1977 to 32 in 1978. A new Registrar was also appointed in 1978. In 1979 there were 54 staff members at Headquarters. In 1984 there were just over 70 members.

In an address delivered to the 13th meeting of the Council of the Caribbean Examinations Council early in 1984, the Chairman drew attention to this rapid expansion. He noted that the first 10 years had been characterized by an unparalleled rate of growth, which had occurred at a pace which was as taxing to CXC's human resources as it was to the budgets of participating countries.

Because education is accorded such an important position in our society, every effort has been made to ensure that the Council's goals are met, and at the designated times. Examinations must be set and administered and scripts marked, on schedule, come what may. Hence, while most objectives have been satisfactorily achieved, this has often been at great personal sacrifice on the part of the members of the organization and a cadre of resource persons across the region.

Lippitt and Schmidt (1967) have suggested certain critical concerns with which organizations must deal at different stages of their development. They believe that in the earliest or birth stage, the critical concerns are to create the new organization, and to survive as a viable system. In youth, they see the critical concerns as gaining stability, reputation and developing pride. In the mature stage, they believe that the critical concerns are to achieve uniqueness and adaptability and contribute to society. CXC has been attempting to cope with all of these concerns almost simultaneously for, given the nature of its business, each concern is vital at a very early stage. For an organization which has grown so rapidly in terms of size of task, as well as size of staff, it is significant that CXC has still tried to find the time for organizational improvement efforts.

Organizational Structure

For administrative purposes, at CXC Headquarters, the organization is divided into eight divisions as shown in Table 3. They are the Examinations Administration (EAD), Finance, General Administration (GAD), Personnel & Office Management (P/OM), Production, Systems, Projects, and Measurement & Evaluation (MED).

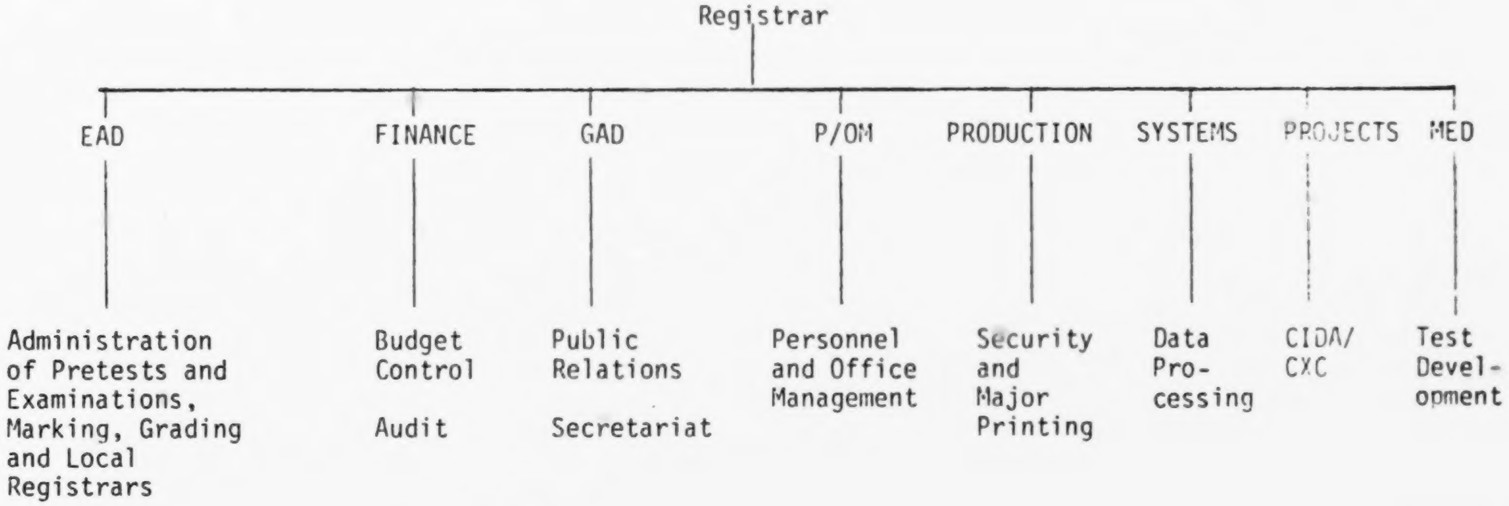
The Personnel & Office Management Division was introduced in 1985. Prior to that, personnel and office management responsibilities, as well as public relations were assumed by the General Administration Division.

In 1985, the number of persons in each division was as follows: 13 in EAD, seven in Finance, three in GAD, 18 in P/OM, 10 in Production, four in Systems, five in Projects, and 12 in MED. These, along with the Registrar and his secretary brought the total to 74.

The structural change which came into effect in March 1985, that is, the introduction of the P/OM division effected the action research project in that the convenor remained in GAD while the rest of the team now belonged to the P/OM division. Arranging meetings had been a constant problem. This aggravated the situation. In addition, the convenor was no longer functionally involved with the activities being addressed by the teams. This, compounded by other problems, led to a subsequent change of convenor. The Personnel Officer was appointed Head of P/OM Division. Fortunately, however, as Personnel Officer, she was aware and supportive of the project, had been kept informed and had even attended one of the meetings.

TABLE 3

ORGANIZATIONAL STRUCTURE AT CXC HEADQUARTERS, 1985


Registrar
EAD
FINANCE
GAD
P/OM
PRODUCTION
SYSTEMS
PROJECTS
MED
Administration of Pretests and Examinations, Marking, Grading and Local Registrars
Budget Control
Audit
Public Relations
Secretariat
Personnel and Office Management
Security and Major Printing
Data Processing
CIDA/ CXC
Test Development

NOTE: Each division is headed by a senior assistant registrar (SAR). Next in line are the assistant registrars (ARs), senior administrative assistants (SAAs), administrative assistants (AAs), secretaries and clerks and the ancillary staff. The Registrar, SARs, ARs and SAAs constitute the principal staff category; while the AAs, secretaries and clerks constitute the supporting staff category.

PROJECT 1: ASSESSMENT OF OD INTERVENTIONS (1981-83)

Background

While CXC has been successful in many aspects of its operation, its life has not been without problems. On the one hand, it has encountered resistance from various parts of the external environment. On the other hand, it was also faced with low morale among staff members. In an effort to tackle these two major problems within its limited resources, an Assistant Registrar in the General Administration Division was appointed in September 1980, with specific responsibility for Personnel and Public Relations.

One of the first assignments embarked upon by the new officer was to interview a wide cross-section of the organization, with a view to gaining insights into their problems and the reason for the prevailing low morale. The interviews revealed a wide range of perceived problems and reasons for discontent. The idea of a one-day staff retreat away from the office and its daily pressures was proposed by the new officer, and very well received by management and members of the organization. Funds were sought and obtained for the purpose and the first staff retreat was held in February 1981. The retreat was considered to be highly successful and it was agreed that it should become an annual event.

A second retreat was therefore held in 1982 and a third in 1983. Follow-up activities to the retreats have included the setting up of task teams to address specific problem areas and make recommendations, a Top Management Workshop and a Middle Management Workshop.

The Approach

All except one of the interventions which were assessed in Project I occurred between 1981 and 1982. Since the study began in 1983, opportunity for pre-planned data collection was limited. A design was therefore created to suit the particular circumstances, and included the following data collection methods:

1. Analysis of relevant organizational documents
2. Administration of a modified, pretested version of Preziozi's Organizational Diagnosis Questionnaire (Appendix A), to all members of the organization, immediately before and six months after the 1983 retreat, to try to obtain pre-post comparative data
3. A group interview in December 1984, of a representative cross-section of the organization. All of the participants had participated in the OD interventions being evaluated. This technique was selected because of specific advantages offered by this method. It allows, for example, for participants to build on each others' feelings and ideas. It accommodates participation by different levels of the organization, and can therefore serve as an effective tool for obtaining valid information from a heterogenous group. The interview schedule is given in Appendix B
4. Administration in December 1984 of a questionnaire (Appendix C), to the seven available members of the task teams which were established following the first retreat. The questionnaire focussed on the achievement of objectives, the goal setting and other processes used by the teams, the outcomes, expectations and fate of their efforts, as well as their personal feelings and learnings

The sequence of major events which constitute Project I is given in Table 4.

TABLE 4

PROJECT I: SEQUENCE OF MAJOR EVENTS

1981	1982	1983	1984
Feb: First one-day staff retreat Sep: Task Teams set up to study and make recommendations on major problem areas identified at the retreat	Feb: Second one-day staff retreat Mar: Top Management two-day workshop: Session I May: Middle Management two-day workshop Submission of Task Team Reports on Training and Job Security Top Management one-day workshop: Session II	Sep: The study began with an analysis of relevant organizational documents to assess the OD events which occurred in 1981 and 1982 Nov: Administration of ODQ to all members of the organization (pre-test) Dec: Third one-day staff retreat	May: Administration of ODQ to all members (post-test) Dec: Group interview to supplement/validate data regarding assessment of impact of previous interventions Administration of Task Team Questionnaire to obtain data from previous task teams regarding achievement of their objectives, the processes and functioning of their teams and outcomes of their efforts

Weisbord's Six-Box Model

Preziozi's Organizational Diagnosis Questionnaire (ODQ), which was reviewed, pretested, slightly modified to adjust to local differences, and used in this project, was originally based on Weisbord's (1976) six-box organizational model, shown in Table 5.

Weisbord suggests that in diagnosing an organization, there are six important places to look for trouble. These form the six boxes of his model. They are: Purposes, Structure, Relationships, Rewards, Helpful Mechanisms, and Leadership.

Weisbord contends that the organization as a whole, as well as each sub-unit, must seek to keep these boxes in balance. But what is done, and how it is done, will be influenced by the environment. The model provides a useful overview of the critical components of organizational life. The six boxes are discussed below.

Purposes: What business are we in?

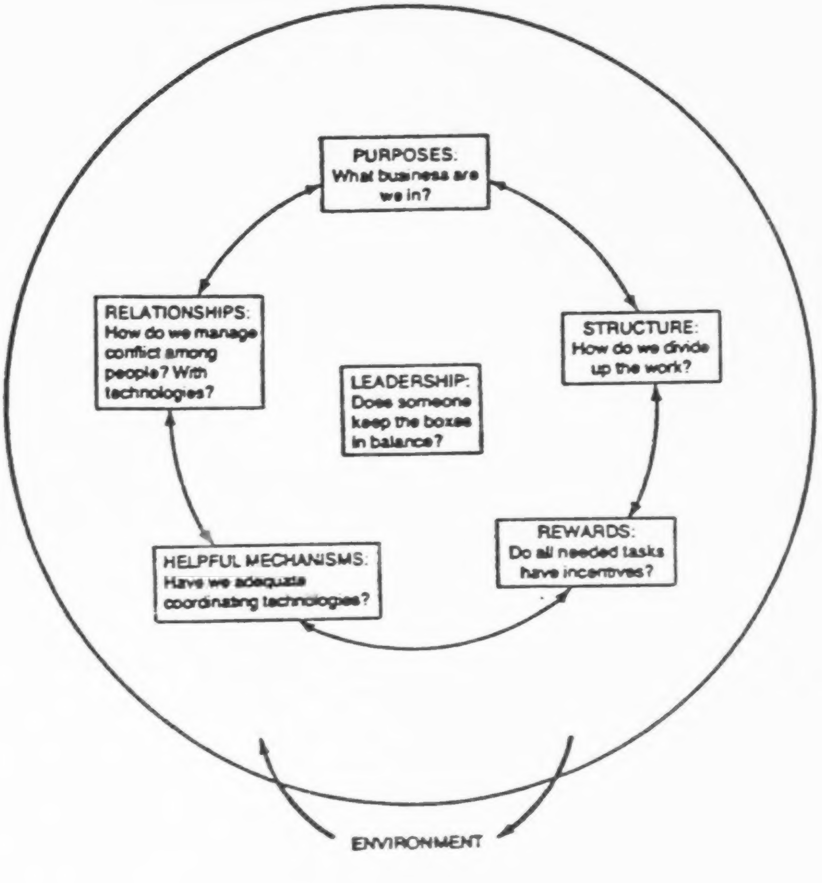
The critical factors in this box are goal clarity and goal agreement. If either is lacking, an organization cannot function as well as it might. According to Weisbord, considerable conflict exists when purposes are unclear, or when people disagree on what the priorities should be.

Structure: How do we divide up the work?

In all organizations, tasks are differentiated to facilitate their accomplishment. The structure or organization of the work, may be by function in which specialists work together, by projects, or a mixture of both. Each type of arrangement has its own inherent advantages or disadvantages. It is important to try to find out what seems to be best for each particular situation.

TABLE 5

WEISBORD'S SIX-BOX ORGANIZATIONAL MODEL


PURPOSES:
What business are we in?
STRUCTURE:
How do we divide up the work?
REWARDS:
Do all needed tasks have incentives?
HELPFUL MECHANISMS:
Have we adequate coordinating technologies?
RELATIONSHIPS:
How do we manage conflict among people? With technologies?
LEADERSHIP:
Does someone keep the boxes in balance?
ENVIRONMENT

Relationships: How we manage conflict among people? with technologies?

Weisbord suggests that three types of work relationship are most important:

1. Between people, that is, between peers, or boss and subordinate
2. Between units doing different tasks
3. Between people and their technologies; that is, systems or equipment

Wherever people work together conflict is inevitable. At times, it may even be desirable. But how the conflict is managed, is the important factor. Is it by forcing, where the more powerful always win? Is it by smoothing over differences and pretending they do not exist? Are differences avoided or suppressed? Is there bargaining? Are differences negotiated, or are they openly confronted by the parties concerned? The creation of mechanisms to surface all aspects of disagreement, and to initiate problem solving is highly recommended for effective conflict management.

Rewards: Do all needed tasks have incentives?

This box is concerned with the way in which the organization rewards its members both on the formal or structural level as well as on the informal or personal level. As Weisbord observes, having a reward system, which constitutes the formal component, in no way guarantees that people will feel and act, informally, as if they are rewarded. Maslow (1954) explained the problem in terms of the satisfaction of a hierarchy of needs, starting with the basic lower order needs.

Herzberg et al (1959) distinguished between motivators and what they termed "hygiene factors". They showed that meeting basic needs or "hygiene factors" was necessary for morale, but not enough to motivate persons to carry out tasks creatively. In other words, in their view, salary and fringe benefits are not motivators. Once a need is satisfied it no longer motivates. Hence, they believe that salary and benefits only stimulate performance when they are given in recognition of outstanding work.

At the same time, as Weisbord observes, particularly in white collar work, finding rewards that are psychologically powerful and appropriate is not an easy task.

Helpful Mechanisms: Have we adequate coordinating techniques?

Helpful mechanisms consist of the formal and informal devices, as well as the policies, procedures, and methods needed to coordinate departments, individuals, activities. On the formal level, helpful mechanisms include departmental and general staff meetings, report and memorandum distribution and informal activities.

It is important to note, however, that it is possible for such mechanisms to exist in abundance, and yet not have much positive effect. In such a case, it is important to try to discover how the systems and mechanisms are actually being used; the degree to which feedback is sought and given; and the extent of meaningful involvement of relevant others, particularly lower order persons, in organizational decision making.

Leadership: Does someone keep the boxes in balance?

The task of leadership is to monitor the operations of the other five boxes in an effort to maintain harmony and balance. Weisbord does not believe that leaders should know everything, however he does feel that they should know where the trouble spots are, and how these affect the whole organization. This, he contends, requires them to systematically monitor and initiate corrective action, in the interest of overall high level organizational performance.

Numerous theories of leadership have been proposed. But since no one can be sure what is required for good leadership in every situation, Weisbord suggests that the best a manager can do is to try to understand his organization and its requirements, and then judge how much his own leadership norms contribute to, or block progress, and whether or how easily relevant new skills can be acquired.

Preziozi's Organizational Diagnosis Questionnaire (ODQ)

Preziozi's ODQ is a survey feedback instrument designed to collect data on organizational functioning. It measures the perceptions of persons in an organization or work unit to determine areas of activity which could be improved.

It is based on Weisbord's six-box model, and measures seven variables: purposes, structure, relationships, rewards, helpful mechanisms, leadership and attitude to change. The first six areas are from Weisbord's model, while the last one was added by Preziozi to provide information on the system's readiness for change. Pre and post-administration of this instrument facilitates the identification of change on any of the seven variables it purports to measure.

Preziozi's original ODQ was reviewed, pretested, and slightly modified to take local language usage into account. The modified version, which is given in Appendix A, was administered to the entire organization, in November 1983, immediately before the third staff retreat, and again in May 1984, six months after the retreat. The main objective was to discover what, if any, changes had occurred on any of the seven dimensions measured.

Summary

The data obtained from all of the methods used, that is, analysis of documents, pre and post retreat administration of the ODQ, the group interview, and the administration of the task team questionnaire, suggested that while several positive outcomes had resulted from the previous interventions, there was still dissatisfaction regarding lack of follow up action.

The fact that the organization, which was a very busy one, had invested considerable time and energy in organizational improvement efforts, suggested that it was serious in its intentions. Problems had been identified, and good ideas about what needed to be done had been developed.

At the same time, there was dissatisfaction concerning lack of action. Ambivalence prevailed. On the one hand there appeared to be the desire to change. On the other hand, there seemed to be resistance to change.

Against this background, along with the earnest plea of the group interview participants, for an organizational focus on action implementation, it was agreed that the action research pilot demonstration should focus primarily on the skills and supports required for action implementation.

PROJECT II: ACTION RESEARCH PILOT DEMONSTRATION (1984-86)

The Intervention

The assessment of the OD interventions undertaken in Project I indicated that despite several positive outcomes, failure to effectively convert the plans and good intentions into action had been a major weakness. An intervention with a skill development focus was therefore designed to investigate whether paying attention to this element would make a difference in terms of actual change.

The emphasis therefore was on quality of action development; that is, on the process of providing continuing support, and opportunities for participants to develop the skills required to be successful in linking actions to intentions.

The intervention took the form of an action research pilot demonstration. Two specific problem areas were identified by the management of the organization, and two task teams which consisted of the top management, middle management, and non-managerial personnel involved in the specific activities, were established. The teams sought to bring about certain specific change objectives, which were jointly agreed upon. The researcher, who had also functioned as internal change agent during the previous OD interventions, functioned in Project II as external consultant, providing continuing support, and working closely with the two teams, the convenors and management.

Following Lippitt (1982), major ingredients of successful change efforts include a focus on the process itself, the development of clear images of desired outcomes prior to the development of the action plans, openly articulating ambivalence, exploring alternatives, providing opportunities for rehearsing anticipated situations in a safe supportive environment, as well as stepwise planning, which is important for reviewing and celebrating progress as well as for replanning. The intervention was therefore designed to provide opportunities for members of the teams to engage in, and develop, the skills necessary for these types of activities.

Kurt Lewin's force field analysis was also used to help the teams explore the feasibility and possible consequences of their proposed goals. Criteria for choosing goal priorities included attainability, reasonable chances of success in achieving them, significance for the organization and relevance to the resources of the group. Team members jointly clarified their goals and priorities, agreed on specific, attainable, measurable objectives of change, set deadlines and subgoals, analyzed tasks, in order to identify and mobilize needed resources both inside and outside the organization. To improve their productivity, the teams also used process interventions and evaluation feedback tools on a regular basis.

As a result of a series of unforeseen organizational problems, however, the two teams were subsequently amalgamated. They then pooled their efforts on a new change project - the relocation of the CXC offices, to facilitate unexpectedly discovered, but urgently needed repairs to the roof of the Headquarters building.

Planned Procedure

Once the problem areas had been identified and the task teams established, the intention was that in each team, participants would jointly diagnose the problem, and identify what needed to be changed, and what should be maintained. The teams would then develop images of a desired future with regard to the particular problem area. This would be followed by the development of goal statements which were specific, attainable, measurable, and had a specific target date.

Using Kurt Lewin's procedure, a force field analysis would follow, to identify the most crucial supports to be mobilized, and blocks to be overcome. The brainstorm technique would be used extensively throughout, since it has been found to be a productive method for generating a large number of ideas in a short period of time, out of which the best ones may be selected.

The problem diagnosis and search for solutions, the setting of goals, the drafting, implementation and evaluation of the action plans would all be done jointly. Stepwise planning would be used, and progress evaluated and celebrated, to provide motivation to continue along the path toward the overall goal. It was also intended that participants would engage in reality practice exercises, in which they could rehearse anticipated behaviors or situations in a supportive environment, before taking the risk in the actual situation. Such rehearsals have the potential for building confidence and eliminating boners.

It was also planned that the goals and activities of the teams would have been communicated to the rest of the organization verbally, at staff and departmental meetings, as well as in print, using notice boards, handouts, and in-house bulletins.

With regard to evaluation, this was expected to be ongoing, using process interventions, and end of meeting evaluation on a regular basis. For the final evaluation, the following procedure was planned.

Participants would be asked to complete a questionnaire which would provide information on the processes employed, the degree to which the stated goals had been achieved, and the feelings of participants about their involvement. The identical questionnaire would be administered to members of previous task teams who were still available. The results would be compared, and appropriate statistical tests applied to ensure validity. In addition, an assessment of team efforts questionnaire would be administered to a cross section of the organization to determine the degree to which the project was deemed to be successful.

Major Events and Constraints

The foregoing was the intention. However it was not possible to follow this blueprint throughout. Perhaps this is an important characteristic of organizational life which needs to be acknowledged; that it is not always possible to follow carefully made plans exactly; that it is often necessary to deviate from those plans, in order to adapt to unanticipated circumstances, events, and changes which may occur within the organization, the external environment, or both.

The basic theme, the notion of collaborative problem solving, using a systematic task team approach, remained in tact. The idea of developing concrete images of a desired future, from which precise, measurable, attainable goal statements with specific time frames were derived, was clearly approached as being an important prerequisite to action planning, implementation and evaluation.

Team members worked collaboratively to diagnose their specific problems, develop images of a desired future regarding their particular problem area, developed change goals and identified blocks to be overcome and supports to be mobilized as they sought to achieve their goals.

On the other hand, however, progress was seriously hindered, and participants immensely frustrated by a series of unforeseen obstacles. The most prominent was the frequent postponement of meetings. Sessions were seldom held on the first date for which they have been planned. Reasons for postponements usually related to the fact that there were other organizational matters which required attention, and which took priority. Hence many planned activities did not occur.

For instance, while the notion and value of reality practice were discussed, actual practice sessions did not occur, as was intended. Also, while plans were made in stepwise fashion, and the concept of celebration of progress discussed, the frustrations caused by incessant delays, tended to negate the inclination to celebrate.

It was generally agreed that lack of time was a genuine organizational problem. However, participants felt very strongly, that despite very real time constraints, and other unforeseen obstacles, greater commitment and more visible support from management would have made an important difference. They felt that the project did not receive the kind of management attention and priority rating that it deserved.

Participants became so angry, depressed, and frustrated that they seriously recommended the termination of the project. They felt that no useful purpose was being served by continuing to put energy into the project, when other activities always seemed to take priority; and since, in their view, adequate support from management was lacking. However, following the suggestion of the Head of Division who urged participants to make one last effort, and who pledged more vigorous and visible management support for the future, it was agreed that one last project would be undertaken.

In the meantime, it had also become known that the office was soon to be relocated, to facilitate emergency repairs to the Headquarters building. The poor state of the roof had recently and unexpectedly been discovered - another unforeseen organizational reality.

It was therefore agreed that the teams would be amalgamated, and their energy directed exclusively toward the imminent relocation exercise. While the relocation was expected to be soon, the actual date was not known. Even this event was postponed several times because of problems outside the immediate control of the organization.

Because of the various unforeseen obstacles encountered by the pilot project, the original procedure for assessing the project had to be redesigned. For example, the plan to inform the rest of the organization on an ongoing basis about the teams' activities never materialized, hence the plan to have a cross section of the organization complete an assessment questionnaire had to be abandoned.

It was also agreed that in view of the prevailing circumstances and mood, it was probably more useful and advisable to use the group interview technique to collect the final evaluation data, and forego the administration of the questionnaire. Additional data was sought by interviewing individually, top and middle management participants.

Another factor which influenced Project II was the change in organizational structure which occurred in March 1985. This was followed by a change of convenor in September 1985. The sequence of major events which either constituted, or in some important way, influenced Project II is given in Table 6.

TABLE 6

PROJECT II: SEQUENCE OF MAJOR EVENTS

EVENT	DATE
Permission sought and obtained	Sep 1984
Convenor training	Oct 1984
Team I held 1st meeting	Nov 1984
Team I held 2nd meeting	Dec 1984
Team I held 3rd meeting	Jan 1985
Team II held 1st meeting	Jan 1985
Team II held 2nd meeting	Feb 1985
Change in organizational structure	Mar 1985
Team I held 4th meeting	Mar 1985
Team II held 3rd meeting	Apr 1985
Future of project discussed	Jul/Sep 1985
Change and training of convenor	Sep 1985
Joint meeting of Teams: Termination recommended	Sep 1985
Joint meeting of Teams: New project planned	Oct 4 & 11, 1985
Implementation of new project	Nov 1985
Final Team meeting	Jan 1986
Final evaluation: Group and individual interviews	Jan/Feb 1986

CHAPTER 4

PROJECT I: ASSESSMENT OF OD INTERVENTIONS (1981-83)

OVERVIEW

In this chapter, the interventions which occurred between 1981 and 1983 are assessed. These include three staff retreats, two management workshops, and the establishment of five task teams, to address specific problem areas. Data collection methods included analysis of relevant organizational documents, a group interview, and the administration of questionnaires.

Several positive factors, as well as other relevant considerations are discussed. This is followed by the presentation of pre/post comparative data, derived from the administration of a modified version of Preziozi's organizational diagnosis questionnaire (Appendix A) before, and six months after the third retreat.

The assessment data obtained from a group interview (Appendix B) of a representative cross section of the organization is then presented. All of the group interview participants were persons who had been involved in the interventions being assessed.

This is followed by a discussion of the life and functioning of the task teams which were established in 1981, following the first retreat. This information was obtained partly by document analysis, and partly by way of a questionnaire (Appendix C), completed by members of the task teams who were still available.

The next section addresses the major findings of Project I, and the weaknesses of the methodology. It includes reference to the steps taken in Project II, to overcome the weaknesses identified in Project I.

The main conclusion inferred from the findings, was that the organization seemed to be ambivalent about change. On the one hand it appeared to want change; on the other hand it seemed to be resisting change. A discussion of the nature and role of resistance therefore followed.

Zander's (1950) list of typical reasons for resistance to change is then reviewed. However, these reasons are rejected as being the major causes of resistance in this case.

The chapter concludes with the theory that following Schindler-Rainman and Lippitt (1973) and Lippitt et al (1975), the reason for the apparent resistance could very possibly be related to a deficiency with regard to the skills and supports which are considered necessary for effective implementation of action.

Based upon this theory, Project II, which is described in Chapter 6, was designed to focus on the development of the skills and supports which are believed to be necessary for effective follow through, to investigate whether this would make a significant difference in terms of actual change.

FIRST STAFF RETREAT (1981)

In September 1980, an Assistant Registrar was appointed in the General Administration Division, with specific responsibility for Personnel and Public Relations. Within a short while, it became apparent to the new officer that there were several internal issues which needed attention. The idea of a one-day retreat, away from the office and its daily routine was thus explored, funding sought, and the first retreat held on February 1981. The purpose was to provide an opportunity for members to meet in an informal setting away from the office to share information and begin to deal with internal issues, attitudes and problems.

The retreat was held on a regular working day and all staff members at Headquarters, about 70 persons, were invited and expected to attend. Two representatives from the Western Zone Office, namely, the Acting Pro-Registrar and another staff member, attended. Dr. Desmond Broomes of the School of Education, University of the West Indies, Cave Hill, served as external consultant. The small group and plenary technique was used. The atmosphere was free and open, and participation was enthusiastic.

Within their small groups, participants were asked to address five open-ended questions which related to their expectations concerning the retreat, things they liked about their work, and things they were concerned about. A summary of these responses is given in Appendix D.

Eight major problem areas emerged and were addressed by sub-groups. The main points of the sub-groups' reports are given in Appendix E.

The evaluation questionnaires returned indicated that expectations had been met to a satisfactory degree. The frank discussion and open problem solving climate which had taken place for the first time in the history of the organization, was lauded. The group also expressed the desire that the retreat be held annually, and if possible should last for more than one day. Other high ranking follow up suggestions included the setting up of an action group to address the major issues and make recommendations, and the implementation of the action agreed upon.

Immediately following the retreat, an atmosphere of euphoria prevailed. Spirits were high, and a number of efforts were made with a view to improving communication, staff relationships and the overall organizational health and climate. A suggestion box was installed, and the staff bulletin board relocated from its former obscure position to the staff lunchroom where it could serve a more functional purpose. Monthly general staff meetings, fortnightly Heads of Division meetings and fortnightly divisional meetings were introduced. A newsletter, *CXC News* aimed at the general public and other important publics, as well as an in-house bulletin *Link* both of which had appeared for the first time in January 1981, were two of the other important vehicles used for sharing information internally as well as externally. Membership of task teams to address the major problem areas identified and make recommendations, were finalized in September 1981, and consisted of Management as well as Staff Association representatives.

SECOND STAFF RETREAT (1982)

On February 26, 1982, the second one-day staff retreat was held at Sam Lord's Castle. Psychologist Bert Thompson and OD Consultant Dr. Aubrey Armstrong served as facilitators. The objectives were stated as follows:

As the end of the day participants will:

1. Have participated in sessions which illustrate the process of group problem solving and the importance of information sharing

2. Have deepened their understanding of how an organization operates and the role each individual must play if the organization is to function effectively
3. Have participated in exercises dealing with stress, the causes, symptoms, and personal responses

The activities included group exercises, short lectures followed by discussion, and the viewing of a film, *The ABC's of Decision Making.* As in 1981, the retreat was again characterized by frank and open discussion. A summary of the expectations expressed by participants is given in Appendix F.

The evaluation data indicated that participants were generally satisfied with the retreat itself. However, disappointment was expressed with the slow progress made over the previous year in terms of follow up to many of the problems identified at the first staff retreat. It was therefore agreed that Dr. Armstrong would be retained as external consultant, and planning for activities in organizational training began immediately.

One of the major concerns discussed at both retreats was the fact that staff members were constantly operating under extreme stress and time pressure. In response to this, follow up activities started one month later, with a session on time management facilitated by the consultant. Two such sessions were held, and involved all members of the organization.

MANAGEMENT WORKSHOPS (1982)

Since management training had been identified as a priority area, within a month of the second retreat, a two-day top management workshop was held. Two months later in May, a two-day middle management workshop as well as a one-day continuation session of the top management workshop were held. Both workshops were held away from the office, and were facilitated by the consultant. Questions raised at the middle management workshop were addressed by top managers at their second session.

The objectives of the top management workshop were stated as follows:

At the end of the sessions, participants will have:

1. Reviewed and clarified the role and mission of the organization
2. Reviewed and clarified their organizational and departmental objectives
3. Identified factors blocking the achievement of objectives
4. Identified factors facilitating the achievement of objectives
5. Drafted an action plan for the organization
6. Defined their role in implementing the action plan

The objectives of the middle management workshop were stated as follows:

At the end of the workshop participants will have:

1. Stated their expectations and their personal objectives
2. Identified their perceived role in the organization
3. Learned at least four fundamentals of organizational behavior as presented in the lecture notes
4. Learned the five functions of the management process

5. Developed an awareness of the factors that block effective management
6. Identified their training needs

The small group and plenary technique was used in each case, discussions were frank and open, and each participant received a handout containing relevant supporting literature. Reports of both workshops, as well as the action plans emanating from the top management sessions were prepared and circulated to all members of the organization. Additional workshops were planned to involve other categories separately as well as in combined sessions, but these did not in fact occur. Also, work began, but was not completed, on the action plans which resulted from the top management workshops.

1982 was an active year. In addition to the retreat and management workshops, three of the teams which had been set up in September 1981 following the first retreat had met and submitted reports and recommendations to Management. A package of selected readings gleaned from current management journals, and aimed at personal and professional development was prepared, and a copy given to each member of the top management team. Work began on the development of a new appraisal form and procedure, on a review of job descriptions, as well as on an analysis of work loads and timetabling.

However, communication continued to be named as an area of concern. In an effort to improve the network and increase the flow of information, work began on a new in-house bulletin, *Open File*, which made its first appearance in February 1983, and which sought to share information gleaned from current correspondence on files, which might not otherwise have been shared. In October, a progress report on the overall OD activity to date, plans for the future, as well as the status of the action plan developed by top managers was prepared and circulated to all members for information.

THIRD STAFF RETREAT (1983)

An internal retreat planning team named by management and headed by the coordinator of the first and second retreats met in March 1983. The team brainstormed about the general purposes of the staff retreats, and agreed that they were as follows:

1. To foster inter-divisional interaction and understanding by brainstorming, discussing and clarifying specific problems and concerns
2. To review successes, challenges, demands, frustrations, roles and responsibilities
3. Recreation
4. To promote and provide opportunity for increased communication vertically, both upwards and downwards, as well as horizontally

It was also agreed that taking into account other discussions which had already taken place within the organization, about the upcoming retreat, the specific objectives for the 1983 retreat would be as follows:

1. Analysis of personal goals
2. Analysis of organizational goals
3. Identification of possible areas of conflict
4. Identification of possible ways of dealing with those conflicts
5. Drafting of Action Plan

After several postponements, the third one-day staff retreat was held at the Paradise Beach Club on December 2, 1983. It was facilitated by OD consultant, Dr. Aubrey Armstrong, and the stated objectives were those developed by the planning team. At the retreat, participants worked individually on their personal goals and in sub-groups on organizational goals and areas of conflict. Summaries of the reports of the sub-groups are presented in Appendix G. Unfortunately, time did not allow for the drafting of an Action Plan as was intended.

In his closing remarks, the Registrar, the head of the organization, indicated that efforts would be made to hold another retreat early in 1984, which would last for more than one day, would give serious consideration to the data generated and would engage in the appropriate action planning. Unfortunately this did not occur. There was no immediate follow up as promised, to pull together the reports of the various sub-groups and draft specific action plans.

The next retreat was a two-day event which took place in April 1985, more than a year later. The objective of that event was to review the operations of the organization. It was attended primarily by top managers.

POSITIVE FACTORS

Several positive factors were evident. Some of these are discussed below.

1. High Level Energy and Enthusiasm

A high level of energy, enthusiasm and an apparently genuine desire for change was generated and manifested by members at all levels of the organization. All of the interventions were marked by widespread participation and willingness to contribute ideas

2. Collaborative Approach

   A truly collaborative approach was used to try to identify organizational problems and propose solutions. The entire system was involved in the process

3. Action Planning

   As a result of the interventions, action plans were frequently developed

4. Action Implementation

   The data indicates that several plans were implemented. For example, following the first retreat, a number of actions were taken as agreed, which aimed at improving communication and relationships. These included the introduction of a suggestion box, and the relocation of the staff bulletin board to a more functional position. Monthly general staff meetings, fortnightly Heads of Division meetings, and divisional meetings were introduced. Also following the first retreat, task teams were established to address specific problem areas, and a more vibrant public relations program undertaken in an effort to improve the image of the organization internally, as well as externally.

   Following the second retreat, top and middle management training was undertaken, and other appropriate training arranged for individual members, particularly at the supporting and ancillary levels. Another publication, *Open File,* was added to the list of mechanisms, aimed at improving internal communication

5. Time, Energy, Resources Invested

The time, energy and resources invested in efforts to improve organizational functioning, suggested a seriousness of intention, particularly since it was generally accepted that the organization's time and resources were already over committed

6. More Open Culture Encouraged

A major outcome of the interventions has been the encouragement of a more open organizational culture. The degree of openness, frankness and ease of communication exhibited in the various sessions was unprecedented in the history of the organization, as in the case in most Caribbean organizations

7. Use of External Consultant

The use of external consultants at each retreat, along with the retention of the services of an external organization development specialist on an ongoing basis was also commendable and indicated seriousness

8. Internal Change Agent

Collaboration between internal change agents and external consultants is considered by OD specialists to be highly desirable. While internal change agents generally have more information and access to inside resources and power figures, the external consultant can provide greater objectivity, as well as new strategies and perspectives

The internal change agent at CXC was particularly enthusiastic, especially since the whole notion of retreats and organization development interventions had been introduced by her, albeit with the support of management and the rest of the organization. Hence, there was keen personal interest in successful implementation of action

9. Top Management Involvement

Following Boss (1979), commitment of the Chief Executive Officer and involvement of people in power positions are essential for success in organization development programs. "Without the Chief Executive Officer's total support, by precept and example, the change effort is doomed to failure" (p. 496). It has been found that OD programs are much less likely to succeed if key executives put themselves above the process. In the case of CXC, all members of the organization, including the Chief Executive Officer, were involved

10. Readiness

The organization's readiness for change is considered by OD specialists to be crucial. Many factors may influence the degree of readiness. However, it has also been observed, in cases where a variety of people at various levels, perceive that the organization is experiencing significant stress, such organizations tend to be more receptive to interventions, since change is widely perceived as desirable. In the CXC situation, members at all levels of the organization seemed to want change

OTHER CONSIDERATIONS

Despite the positive components outlined above, there was still overall dissatisfaction, disappointment and charges of lack of action.

Several of the planned activities such as additional workshops and follow up to the third retreat had not been implemented. Work started at the top management workshop was not completed. It was felt that after three retreats and two management workshops, morale was still low; communication, attitudes, and interpersonal relations were still poor. Members felt that while there appeared to be a willingness to change, there was very little actual change.

In any consideration of organizational ambivalence, it is important to understand and take into account certain relevant factors, four of which are discussed below:

1. Raised Expectations

The organizational improvement efforts undertaken raised expectations concerning organizational change. Lippitt et al (1985) have observed that when expectations are raised, and management is perceived as not making an adequate response to those expectations, morale may be adversely affected.

In implementing a change process at the World Bank, Lippitt et al (1985) learned that while a participative change process can identify needs, it may also create more expectations than can be met by management. The authors therefore recommend the following:

> In order to clarify and limit expectations, top management should respond to concerns and needs proportionately in four areas: the good ideas that should be implemented; those good ideas that require too much time, effort, or money to implement; ideas that are inappropriate; and lastly, those ideas that for any reason must be vetoed (p. 149).

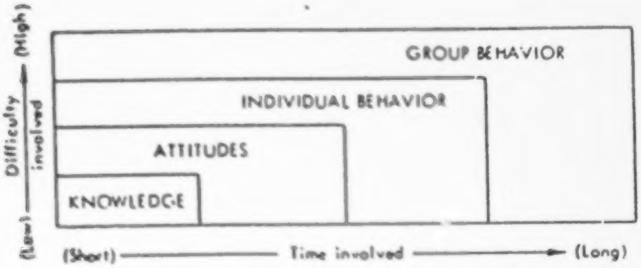
2. Difficulty in Effecting Different Levels of Change

Hersey & Blanchard (1982), in their discussion of the change process focus on four levels of change: knowledge changes, attitudinal changes, behavior changes, and group or organizational performance. The time relationship and the relative difficulty involved in making each of these levels of change when force or compliance is not a factor is illustrated in Table 7.

TABLE 7

TIME AND DIFFICULTY INVOLVED IN
MAKING VARIOUS CHANGES

(from Hersey & Blanchard, 1982)



As the authors have observed:

> Changes in knowledge are the easiest to make, followed by changes in attitudes. Attitude structures differ from knowledge structures in that they are emotionally charged in a positive or a negative way. Changes in behavior are significantly more difficult and time consuming than either of the two previous levels. But the implementation of group or organizational performance change is perhaps the most difficult and time consuming. Our destiny may in fact be dependent upon how well the behavioral sciences are able to resolve conflict through understanding and implementing change (p. 2).

3. Failure to Link Intentions to Actions Typical

It is apparently not unusual that good intentions fail to be converted into effective action. Lindaman and Lippitt (1979) have observed that "follow up studies of training events designed to prepare better teachers, or parents, or supervisors, or managers, typically discover that there is very little carry over into action of the new knowledge and good intentions developed during the training program " (p. 35).

On the same theme, Schindler-Rainman and Lippitt (1973) have noted as follows:

> The research literature gives us many illustrations of the failure of educational programs to bring about a linkage between good intentions and successful action. Industrial personnel studies have discovered that knowing the right answers and having the right intentions about supervisory practice does not result in more effective behavior after a supervisory training program. Studies of teachers have revealed that we cannot predict from knowledge about the teacher's philosophy of education and her plans for classroom teaching what her actual behavior will be when interacting with her pupils in the classroom. Our folk wisdom tells us that 'hell is paved with good intentions' and actions speak louder than words (p. 47).

Schein (1969) sees problem solving as a process which consists of two cycles, one of which involves primarily discussion and the other primarily action taking. The first cycle, in his view, consists of the phases of problem identification and formulation, idea or proposal generation, and idea or proposal testing through attempting to forecast consequences.

The second cycle, he sees as involving action planning, action steps, and evaluation of outcomes. However, Schein finds that the major difficulty in the total process, is making the transition from Cycle 1 to Cycle 2, and especially when different parties are involved.

While these observations may be interesting and valid, they also signify some of the challenges to be met by professionals involved in the discipline of planned change, and in particular, in the process of converting intentions into effective action.

4. Focus on Techniques, Skills and Supports

Many social change strategists, starting with Dewey (1933), have emphasized the phases or steps of problem solving as a key formula for arriving at successful action decisions and action plans. However, in more recent times, as noted by Schindler-Rainman and Lippitt (1973), additional emphasis has been put on "skill training for action taking, and on getting feedback concerning the degree of success of the desired outcomes" (p. 5).

In other words, in addition to learning the steps involved in effective problem solving, it is felt that there is also a need for participants to receive training in the methods and skills of problem analysis and action taking.

In addition to acquiring the discipline, techniques, and skills required for effective problem solving and action taking, a design for ongoing support during the risk taking and implementation period is considered to be crucial. Lippitt et al (1975) state as follows:

> Certain norms and processes must be consciously supported and helped to develop and become part of the "normal" organizational processes. This phase of support for follow through is a critical stage in any change effort. The weakest portion of most change attempts is this stage. We have seen many good ideas and projects go down the drain because the skills and initiative necessary for this stage of implementation were lacking (p. 35).

In the CXC situation, it seemed that such a focus, that is, on the development of the skills and supports necessary for successful follow through, could possibly make a significant difference in helping the organization to be more successful in its efforts to convert intentions into effective action.

ODQ DATA

A modified version of Preziozi's Organizational Diagnosis Questionnaire (ODQ), given in Appendix A, was administered to all members of the organization immediately before, and six months after the December 1983 retreat. The questionnaire attempted to measure members' perceptions of organizational functioning on seven dimensions: Purposes, Structure, Relationships, Rewards, Leadership, Helpful Mechanisms, and Attitude Toward Change.

Using a scale which ranges from 1-7, diagnosis is determined in terms of the amount of variance for each of the seven blocks or dimensions in relation to a score of 4 which is the neutral point. Scores above 4 indicate a problem, and below 4 lack of a problem: the higher the score, the greater the problem. A score of 1 on any of the seven dimensions indicates optional functioning.

Returns on both the pre and post administration were encouragingly high. Sixty-five questionnaires were distributed on both occasions. For the pre-retreat administration, 43 questionnaires or 66% were returned and processed, with 72% of the respondents answering all 35 questions. Only one person omitted as many as four questions. Two persons omitted two questions and nine persons omitted one question. The average number of questions omitted was 0.40.

For the post-retreat administration, 46 questionnaires or 75% were returned and processed, with the same 72% of the respondents answering all 35 questions. While there was a higher percentage return on the second administration, the number of questions omitted was also higher. The average number of omits in the post-retreat administration was 1.65 as compared with 0.40 in the pre-retreat administration. The actual questions omitted, and number of persons omitting each question are given in Table 8.

In addition to the high percentage of questionnaires returned, another positive element was that on both occasions, analysis by attribute indicated that the returns by category, such as male, female, top manager, middle manager, other employees, also reflected in a representative fashion, the actual organizational population. For example, 40% of the respondents were male and 60% female. This is an exact reflection of the overall distribution of the organizational population.

Both the pre and post retreat data indicated that of the seven dimensions measured by the ODQ, the number one problem area was the reward block which received an average score of 4.76 in the pre

TABLE 8

OVERALL ANALYSIS OF PERFORMANCE ON ODQ

RUN #	# QUESTIONNAIRES PROCESSED	# COMPLETED QUESTIONNAIRES	DISTRIBUTION OF # QUESTIONS OMITTED 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	>15	AVE #OMITS
1	43	31	9	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0.40
2	46	33	6	1	0	1	0	1	0	0	0	1	1	1	0	0	0	1	1.65

retreat administration. This was followed by Structure which received average pre and post scores of 4.38 and 4.10 respectively.

In the pre-retreat administration, Helpful Mechanisms ranked third as a problem area, with a score of 4.13 followed by Leadership, with a score of 3.97. In the post-retreat administration, however, the only changes in the rank ordering of problem areas were Leadership and Helpful Mechanisms, which switched positions. This time, Leadership ranked third with a score of 3.95 and Helpful Mechanisms ranked fourth with a score of 3.71. In other words, on both administrations of the questionnaire, the rank ordering of problem areas remained the same, except for Helpful Mechanisms and Leadership which ranked third and fourth respectively on the first occasion and then switched positions on the second occasion. The blocks receiving the best scores on both occasions were Attitude to Change, with a pre-retreat score of 3.41 and a post-retreat score of 3.33, Relationships, with scores of 3.63 and 3.58, and Purposes, with 3.84 and 3.69. A comparison of the average scores obtained on each block, the percentage of the sample which completed each block, as well as a rank ordering of the problem areas is given in Table 9.

While it was obvious that there was not a high degree of change either in terms of the rank ordering of problem areas, or in the average scores obtained on each block, there seemed to be interesting changes in the pre and post scores obtained by individual questions within some blocks. However, when statistical tests were applied, it was revealed that the differences observed were not significant.

TABLE 9

COMPARISON OF AVERAGE SCORES OBTAINED ON EACH BLOCK, PERCENTAGE OF SAMPLE COMPLETING BLOCK, AND RANK ORDERING OF PROBLEM AREAS

BLOCK			AVERAGE SCORE	% COMPLETING BLOCK	RANKING OF PROBLEMS
1.	Purposes	Pre	3.84	88	5
		Post	3.69	89	5
2.	Structure	Pre	4.38	91	2
		Post	4.10	83	2
3.	Relationships	Pre	3.63	100	6
		Post	3.58	91	6
4.	Rewards	Pre	4.76	95	1
		Post	4.63	91	1
5.	Leadership	Pre	3.97	95	4
		Post	3.95	89	3
6.	Helpful Mechanisms	Pre	4.13	100	3
		Post	3.71	85	4
7.	Attitude to Change	Pre	3.41	93	7
		Post	3.33	83	7

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem, the higher the score the greater the problem and vice versa.

Statistical Tests

To determine whether the differences in the responses before and after the retreat were statistically significant, and could reasonably be attributed to the interventions, the t test, the F test, and a test of independence based on the chi square statistic were applied. This combination of tests was selected so that differences in means, in variance, and in pattern of responses, could be examined.

The t test was used to determine whether there were significant differences in the average or mean responses before and after the retreat.

The F test focussed on variability. It was used to discover whether there were significant differences in the variance for each question. It helped to determine whether the population, before and after the retreat, behaved in ways which were significantly different, even though the means or averages might have been the same.

The chi square statistic examined the patterns of the responses before and after the retreat. Its function was to determine whether any differences in the pattern could reasonably be attributed to the retreat.

Using the 1%, 5%, and 10% levels of significance, application of the tests revealed that there was no significant difference in the responses on any of the seven dimensions measured.

With regard to individual questions, at the 1% and 5% levels, there was no significant difference on any question. At the 10% level of significance, only in the case of Question 7, "This organization is not resistant to change", was the difference statistically significant.

It should be noted, however, that the 1% and 5% levels of significance are the most common cut-off points used by statisticians. The 10% level is not normally used with a high degree of confidence.

A discussion of the responses obtained on each of the seven dimensions follows.

Purposes

Comparative data by question is given in Table 10. The critical factors on this dimension are goal clarity and goal agreement. The average scores obtained were pre-retreat 3.84 and post-retreat 3.69.

Although the statistical tests have indicated that the differences obtained were generally not significant, it is still interesting to discuss some of the observations. In this block, the most notable ones concerned Questions 22 and 1. In Question 22, "The priorities of this organization are understood by its employees", an average score of 4.57 was obtained before, and 4.12 after the retreat. Before the retreat 31% scored between 1-3, 7% gave a score of 4, and 62% scored between 5-7. After the retreat, 44% scored between 1-3, 16% gave a score of 4, and 40% scored between 5-7. In the case of Question 1, "The goals of this organization are clearly stated", 47% scored 1-3, 7% scored 4, and 36% scored 5-7 before the retreat. After the retreat, the figures changed to 62% scoring 1-3, 9% scoring 4, and 29% scoring 5-7.

On the whole, it would appear that the purposes of the organization were fairly well understood. Members were generally in agreement with work goals, but as shown in the responses to Question 9, they wanted greater participation in the decision making process.

TABLE 10

BLOCK 1 - PURPOSES: COMPARISON BY QUESTION

QUESTIONS		AVERAGE SCORE	% RESPONSE	BREAKDOWN OF CHOICES(%)		
				1-3	4	5-7
1. The goals of this organization are clearly stated	Pre	3.48	98	57	7	36
	Post	3.42	91	62	9	29
8. I am personally in agreement with the stated work goals of my work unit	Pre	3.50	93	52.5	25	22.5
	Post	3.61	100	52	26	22
15. I understand the purpose of this organization	Pre	2.58	100	84	5	11
	Post	2.57	96	84	7	9
22. The priorities of this organization are understood by its employees	Pre	4.57	98	31	7	62
	Post	4.12	95	44	16	40
29. I would prefer to have less say in deciding my work unit goals	Pre	5.51	100	11	12	77
	Post	5.56	95	14	12	74

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem; the higher the score the greater the problem and vice versa.

Structure

Comparative data by question is given in Table 11. On both administrations of the questionnaire, Structure emerged as the Number 2 problem area, second only to the Rewards dimension. The average scores received were pre-retreat 4.38, and post-retreat 4.10. Once again there seemed to be post-retreat improvement, particularly on individual questions within the block.

For example, in the case of Question 2, "The division of labor in this organization is flexible", and remembering that scores approaching 1 indicate optimal functioning, before the retreat 21% of the respondents gave a score of 1-3. After the retreat, that figure rose by 14%. Question 9, "The division of labor in this organization contributes to the achievement of its goals" showed an increase of 11% in the 1-3 score range, and Question 16, "The manner in which work tasks are divided is a logical one", showed a 6% increase in the same score range.

Relationships

Comparison by question is given in Table 12. The average pre and post retreat scores were 3.63 and 3.58. The data suggested that in general, good working relationships existed within the organization.

At the same time, however, the responses to Question 32 indicated very strongly that there was also evidence of unresolved conflict. While conflict may be inevitable, however, the important factor is how it is managed. The creation of mechanisms which help to uncover various aspects of disagreement and initiate problem solving is highly recommended for effective conflict management.

TABLE 11

BLOCK 2 - STRUCTURE: COMPARISON BY QUESTION

QUESTIONS		AVERAGE SCORE	% RESPONSE	BREAKDOWN OF CHOICES(%) 1-3	4	5-7
2. The division of labour of this organization is flexible	Pre	4.76	98	21	24	55
	Post	4.49	98	35	18	47
9. The division of labour of this organization contributes to the achievement of its goals	Pre	4.42	100	33	21	46
	Post	4.19	95	44	23	33
16. The manner in which work tasks are divided is a logical one	Pre	5.02	98	21	12	67
	Post	4.64	96	27	18	55
23. The structure of my work unit is well designed	Pre	4.09	100	47	9	44
	Post	4.20	96	43	14	43
30. The division of labour of this organization helps its efforts to reach its goals	Pre	4.02	95	39	24	37
	Post	4.28	87	37.5	22.5	40

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem; the higher the score the greater the problem and vice versa.

TABLE 12

BLOCK 3 - RELATIONSHIPS: COMPARISON BY QUESTION

QUESTIONS		AVERAGE SCORE	% RESPONSE	BREAKDOWN OF CHOICES(%) 1-3	4	5-7
4. My relationship with my supervisor is a harmonious one	Pre Post	3.14 3.30	100 100	68 65	9 9	23 26
11. I can always talk with someone at work if I have a work-related problem	Pre Post	3.60 3.51	100 98	56 53	14 18	30 29
18. My relationships with members of my work group are friendly as well as professional	Pre Post	2.60 2.98	100 100	79 67	12 22	9 11
25. I have established the relationships that I need to do my job properly	Pre Post	3.14 3.00	100 95	67 72	19 16	14 11
32. There is no evidence of unresolved conflict in this organization	Pre Post	5.67 5.77	100 95	7 7	19 19	74 74

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem; the higher the score the greater the problem and vice versa.

Rewards

Comparison by question is given in Table 13. Of the seven dimensions measured by the ODQ, this one was perceived to be in greatest need of improvement. It received the worst average scores. In the pre-test, the average score was 4.76 and 4.63 in the post-test.

In any organization, the rewards dimension is an extremely important one. At the same time, it has been observed, that particularly in white collar work, finding rewards that are psychologically powerful and appropriate is not an easy task. Meaningful rewards vary with individuals. They may involve self-expression or recognition, the need to feel useful and important, the desire for new knowledge, the need to meet new people, or a genuine desire to meet unmet needs.

Lippit et al (1985) have noted that a supportive reward system is an important requirement for participative management. People need to be rewarded to reinforce desirable behaviors.

Leadership

Comparison by question is given in Table 14. In the pre-retreat administration of the questionnaire, Leadership ranked fourth as a problem area. In the post-retreat administration, it ranked third, switching places with the Helpful Mechanisms dimension. The average scores received were 3.97 and 3.95.

Helpful Mechanisms

Comparison by question is given in Table 15. Helpful mechanisms consist of the formal and informal devices, as well as the policies, procedures and methods needed to coordinate departments, individuals, and activities.

TABLE 13

BLOCK 4 - REWARDS: COMPARISON BY QUESTION

QUESTIONS		AVERAGE SCORE	% RESPONSE	BREAKDOWN OF CHOICES(%) 1-3	4	5-7
5. My job offers me the opportunity to grow as a person	Pre Post	4.21 3.93	100 100	44 52	16 11	40 37
12. The pay scale and benefits of this organization treat each employee equitably	Pre Post	5.02 4.78	98 98	21 31	22 20	57 49
19. The opportunity for promotion exists in this organization	Pre Post	5.05 5.11	100 100	23 24	19 15	58 61
26. The salary that I receive is in accordance with the job that I perform	Pre Post	4.31 4.49	98 95	36 30	19 23	45 47
33. All tasks to be accomplished are associated with incentives	Pre Post	5.42 5.50	100 96	7 13.5	28 13.5	65 73

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem; the higher the score the greater the problem and vice versa.

TABLE 14

BLOCK 5 - LEADERSHIP: COMPARISON BY QUESTION

QUESTIONS		AVERAGE SCORE	% RESPONSE	BREAKDOWN OF CHOICES(%)		
				1-3	4	5-7
3. My immediate supervisor is supportive of my efforts	Pre	3.51	100	58	14	28
	Post	3.69	98	53.5	13	33.5
10. The leadership patterns of this organization helps its progress	Pre	4.81	98	17	36	48
	Post	4.96	100	27	13	60
17. This organization's leadership efforts result in the organization's fulfillment of its purposes	Pre	4.55	98	17	45	38
	Post	4.52	96	32	18	50
24. It is clear to me whenever my boss is attempting to guide my work efforts	Pre	3.53	100	51	21	28
	Post	3.71	91	45	21.5	33.5
31. I understand my boss' efforts to influence me and the other members of the work unit	Pre	3.74	98	43	28.5	28.5
	Post	4.00	89	41.5	24.5	34

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem; the higher the score the greater the problem and vice versa.

TABLE 15

BLOCK 6 - HELPFUL MECHANISMS: COMPARISON BY QUESTION

QUESTIONS		AVERAGE SCORE	% RESPONSE	BREAKDOWN OF CHOICES(%)		
				1-3	4	5-7
6. My immediate supervisor has ideas that are helpful to me and my work group	Pre Post	3.95 3.76	100 98	44 40	21 31	35 29
13. I have the information that I need to do a good job	Pre Post	3.65 3.40	100 98	49 62	19 4.5	32 33.5
20. This organization has adequate mechanisms for coordinating its activities	Pre Post	4.47 4.12	100 95	30 44	16 16	54 40
27. Other work units are helpful to my work unit whenever assistance is requested	Pre Post	4.19 4.32	100 96	37 41	23 9	40 50
28. This organization's planning and control efforts are helpful to its growth and development	Pre Post	4.40 4.02	100 89	30 44	30 24	40 32

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem; the higher the score the greater the problem and vice versa.

Helpful Mechanisms received average scores of 4.13 and 3.71. As a problem area, it ranked third on the pre-test and fourth on the post-test.

Attitude to Change

Comparison by question is given in Table 16. This dimension was introduced by Preziozi to help diagnose an organization's readiness for change. It is interesting that in the CXC situation, this dimension received the best average scores. The pre-retreat average score was 3.41 and the post-retreat score, 3.33. However, there were interesting variations on individual questions. For example, despite the low overall score on this dimension, Question 21, "This organization favors change", obtained average scores of 4.26 and 4.44

Two questions, 7 and 21, experienced negative changes after the retreat. For example, in Question 7, "This organization is not resistant to change", prior to the retreat 43% scored between 1-3, 33% gave a score of 4 and 24% scored between 5-7. After the retreat, 36% scored between 1-3, 14% gave a score of 4, and 50% scored between 5-7.

These responses indicate organizational ambivalence regarding change, as perceived by its members. On the one hand, as evidenced by the fairly low overall score on the Attitude to Change dimension, it may be concluded that in general members perceive the organization as having a fairly healthy and positive attitude to change. On the other hand, responses to Question 7 indicate the perception that the organization was also resistant to change. It is interesting that Question 7 was the only one in which the difference was statistically significant, albeit at the 10% level of significance.

TABLE 16

BLOCK 7 - ATTITUDE TO CHANGE: COMPARISON BY QUESTION

QUESTIONS		AVERAGE SCORE	% RES-PONSE	BREAKDOWN OF CHOICES(%)		
				1-3	4	5-7
7. This organization is not resistant to change	Pre	3.79	98	43	33	24
	Post	4.45	96	36	14	50
14. This organization is not introducing enough new policies and procedures	Pre	3.90	95	34	37	29
	Post	3.69	91	40	31	29
21. This organization favors change	Pre	4.26	100	33	30	37
	Post	4.44	95	30	26	44
28. Occasionally I like to change things about my job	Pre	2.49	100	79	16	5
	Post	2.47	95	81	14	5
35. This organization has the ability to change	Pre	2.91	100	68	16	16
	Post	2.74	95	72	12	16

NOTE: The scale ranged from 1-7 as follows:

1 - Agree strongly
2 - Agree
3 - Agree slightly
4 - Neutral
5 - Disagree slightly
6 - Disagree
7 - Disagree strongly

Scores above 4 indicate a problem, below 4 lack of a problem; the higher the score the greater the problem and vice versa.

Interpretative Comments

The average scores obtained on the ODQ suggested that the organization was in a moderate state of health. In the pre-retreat administration, three of the seven dimensions - Rewards, Structure, and Helpful Mechanisms - obtained average scores of over 4, the neutral point, above which, a problem is indicated. In the post-retreat administration, only two dimensions - Rewards and Structure - obtained average scores of over 4. While there were a few individual questions which received average scores of over 5 and under 6, of the seven dimensions measured, none received average scores as high as 5.

Although it appeared in some instances that there were modest positive changes following the retreat, statistical tests revealed that the differences were not really significant.

Variance and negative post-retreat changes in individual questions on the attitude to change dimension, the one which received the best score, was a strong indication of organizational ambivalence regarding change. In this context, it is interesting to note that Question 7, "This organization is resistant to change" which experienced negative post-retreat change, was the only question in which the difference was statistically significant, even though it was only at the 10% level of significance.

GROUP INTERVIEW DATA

To obtain additional assessment data on the interventions which occurred between 1981 and 1983, a group interview was conducted in December 1984. A major advantage of this method is that participants can build on each other's feelings and ideas, which is particularly useful when trying to mobilize data about past events. It is a good technique for use in situations where cross data communication is important, which was also the case in this instance, since all levels of the organization were involved.

There were eight participants, all of whom had attended the three staff retreats. The two top management and the two middle management representatives had participated in the respective management workshops. Of the eight participants, there were three males and five females. The organization consists of 40% male and 60% female. There were three representatives from the principal staff; three from the supporting and two from the ancillary categories. These also reflected organizational distribution by category.

All divisions were represented, along with the union to which the supporting and ancillary staff belong, and the Principal Staff Association. Two members of the task teams which were set up following the 1981 staff retreat were also included. Thus, this carefully selected group not only represented a wide cross section of the organization, but also included participants from all of the interventions being assessed.

Participants were asked to respond to questions concerning their perceptions of the impact of the three staff retreats, the two management workshops, and the task teams which had been set up to address specific problem areas, and make recommendations. They were asked to outline what changes they expected as a result of those activities, and what, if any, had occurred. They were also asked to indicate what factors they thought operated either in favor of or against change. The Group Interview Schedule is given in Appendix B.

In a group interview situation, it is important that the group is not too large in order that each participant has the opportunity to contribute amply. An informal setting and a high degree of relaxation are also important in order to promote openness and ease of communication among participants. A circular seating arrangement facilitates this.

It is also useful to have an interviewer and a recorder. The interviewer's tasks include welcoming participants and orienting them to the purpose, rationale, and assumptions of the interview as well as the estimated duration, the roles of the interviewer and the recorder. During the interview, other important roles of the interviewer include listening carefully, helping others to listen, guiding the discussion, and summarizing at appropriate times.

The main task of the recorder is to record on newsprint, where all can see what has been written, the points made, and examples given. The recorder may probe, seek clarification, summarize as necessary or appropriate. Prior to the interview, it is useful for the interviewer and the recorder to clarify their roles, level of participation in the discussion and the design for recording. All of these specifications were observed.

Responses to the question are summarized below.

Question 1: So far, three retreats have been held in 1981, 1982, and 1983 respectively. What impact do you think these have had?

Participants felt that the first retreat was extremely useful, especially since it resulted in the identification of several major problem areas, and ended on a hopeful note. The 1982 and 1983 retreats also had value, and ended on notes of hopefulness. However, intense disappointment about the lack of follow up action was expressed. It was felt that after three retreats, not enough progress had been made beyond the problem identification stage. It was also regretted that the climate of frankness, openness, and willingness to change which was present at the retreats was conspicuously absent during the rest of the year.

Question 2: As a result of the retreats, what changes did you expect?

One of the major changes which participants expected as a result of the retreats, was improved interpersonal relations and communication. The hope was again expressed that the open atmosphere of the retreat would prevail in the work environment on a daily basis. Participants had also hoped that attempts would have been made on the part of each division to increase its appreciation of the work of other divisions.

Question 3: In your view, what changes, if any, occurred?

The changes identified by participants as having actually occurred following the retreats, included the relocation of the staff bulletin board, the introduction of the suggestion box, the introduction of monthly general staff meetings, fortnightly Heads of Division and Divisional meetings as well as attempts to respond to the staffing needs of the organization in order to reduce individual work loads.

However, it was noted that the use of the suggestion box had also come to an unfortunate and premature end. It was mooted that perhaps when the suggestion box was introduced, the organization might not have quite been ready for such a mechanism, thus leading to what was considered by some as an abuse of a tool which otherwise could have continued to serve a useful purpose.

With regard to the monthly general staff meetings, it was observed that while these served some purpose in terms of information sharing, participation, involvement, and openness were almost totally lacking. Whether it is for this, or other reasons, it was noted also that staff meetings had reverted to being held on a less regular basis. Regarding attempts to respond to inadequate staffing, it was felt that there had been an unsatisfactory deployment of the resources available, with the result that the needs of some divisions were still not adequately met.

Another positive post-retreat result was that several staff members, particularly in the supporting and ancillary categories had received training relative to their particular job functions. However, it was also noted that it was again time for further follow up to those programs. Finally, it was felt that while there were probably other changes which had occurred as a result of the retreats, it was possible that they had occurred spasmodically, and thus, were not perceived as directly resulting from the retreats.

Question 4: What factors would you say operated in favor of, or against change?

In terms of factors which could operate to support organizational change, participants felt that the organization's stage of development, that is, its youth and newness could serve as a positive factor, since it should not yet be firmly entrenched in old methods and habits. The other major factor identified was the overall commitment of staff members in general, their initial eagerness for change, and apparently low level of resistance to change.

Regarding restraining forces, participants wondered whether the organization was in fact ready for change. Financial constraints, undesirable attitudes, reluctance by some to try new ideas, fear, reduced commitment caused by disappointed expectations regarding follow up to the retreats, as well as the organization's lack of attention to the needs of the individual and its tendency to always take from members, as opposed to rewarding effort, were cited as other significant blocks to change.

Question 5: In 1982, a top management workshop and a middle management workshop were held. What impact do you think these have had? Give examples. (a) Top Management Workshop; (b) Middle Management Workshop

The top management workshop was perceived as having had a positive impact in that important work was done at the workshop on the role and mission, aims and objectives of the organization. However, disappointment was expressed regarding the lack of follow up action to complete the work which was begun. For example, arising out of the workshops was an action plan, which stated the various activities to be undertaken, the persons responsible and the time frame for accomplishment. However, many of these activities while they were begun were never completed.

Another positive element of the top management workshop identified by participants was that it developed in top managers, an appreciation for management by objectives and more careful planning.

It was noted also that the question of whether the organization really had the time and resources to do all that was requested of it by Governments and other target groups,was another matter which needed to be addressed in a more appropriate forum, but which certainly influenced the organization's ability to set realistic targets. Given the constant pressure and hectic pace which inevitably prevailed, it was felt especially by the top managers that the organization had difficulty in finding the time to step back and systematically evaluate its activities.

No identifiable changes were observed following the middle management workshop. Again disappointment lay primarily in the lack of follow up activities, such as the joint session involving top and middle managers, as well as the other training sessions planned for other categories of staff.

Question 6: Following the first retreat in 1981, five task teams were set up to make recommendations on specific problem areas: Planning and Scheduling, Training, Job Security, Image and Attitudes. What impact do you think these have had?

With regard to the task teams which were set up following the first retreat to consider specific problem areas and make recommendations, three of these - Planning and Scheduling, Training, and Job Security - had submitted reports to management containing their recommendations. It was noted that in the area of training, some of the programs recommended for individuals and groups had actually been undertaken, but there was still much to be done. Regarding Planning and Scheduling, it was noted that while management had been slow in responding to the recommendations, efforts were finally being made within the organization, and particularly at Heads of Division meetings, to plan and schedule more effectively. It was felt, however, that further refinement was still needed.

Question 7: Are there any other comments/recommendations you would like to make?

In terms of additional comments or recommendations, participants felt very strongly that for the future, the focus should very definitely be on action - on the implementation of solutions.

Feedback

At the end of the session participants completed a group interview feedback form which sought information on their feelings about their participation in the interview, whether there was enough opportunity to get their ideas into the discussion, and whether they thought it was a useful method of assessment.

The evaluation data indicated that seven of the eight participants were very satisfied about their participation. They were pleased that they had been able to speak freely and share their opinions and experiences. One participant was quite satisfied but would have preferred to share views in a one to one interview situation because of the delicate nature of some of the information. All participants felt that they had enough opportunity to get their ideas into the discussion. They noted that the smallness of the group was conducive to this.

Seven participants indicated that being in a group did not limit their ability to be frank. Several welcomed the opportunity to interact in such a heterogeneous group. Others appreciated the possibility to hear and build on the views and opinions of others. Another felt that the group stimulated frankness because in general participants wanted to be frank, in the hope that solutions might be found for the organizational problems. One participant found it difficult to be frank, and doubted whether it would be possible to put all categories of staff totally at ease in such a setting. This was the same participant who would have preferred a one to one interview situation.

Despite the reservations expressed by the participant who preferred a one to one situation, that participant, and all others found the group interview technique to be a useful method of assessment. A popular reason given was the fact that the group represented a cross-section of the organization. Some participants also appreciated that the data would be recorded and presented as group generated, and not from any one particular individual. They felt they could be more open in such a situation.

Once again, participants expressed the hope that the implementation of solutions would be given high priority on the organizational agenda.

Interpretive Comments

The data obtained from the group interview, reinforced and validated the data derived from analyzing organizational documents. The retreats and workshops held were considered to be useful, especially with regard to the collaborative identification of problems and generation of solutions.

A number of specific changes which had occurred as a result of the retreat were identified. These included the introduction of a suggestion box, of regular staff, Divisional and Heads of Division meetings, as well as increased training activity at all levels.

On the other hand, however, it was strongly felt that after three retreats and two management workshops, there had not been enough progress beyond the stages of problem identification and solution generation.

It was felt that there had been very little, if any, improvement in communication and interpersonal relations. It was particularly regretted that the frankness, openness, and willingness to change seemed to be present only at retreats and not on a daily basis. It was noted that work begun at the top management workshop had not been completed, and additionally planned workshops had not been held.

It was also noted, however, that lack of time was a major constraint, that the organization's time energy and resources were already overcommitted, yet it was constantly being requested by governments and other important groups to assume additional responsibilities.

Once again, ambivalence was evident. On the one hand there was evidence and acknowledgement of action taken. On the other hand there was cumulative frustration and disappointed expectations regarding follow up action.

TASK TEAMS (1981-82)

It had been agreed that following the first retreat, task teams would be established to continue work on the major problem areas identified at the retreat, and make recommendations to management.

At that time, there was one staff association to which most members of the organization belonged. That association has since been abolished. There is now a Principal Staff Association which represents the Principal staff, while supporting and ancillary staff members are represented by the Barbados Workers' Union.

At any rate, in September 1981, following meetings between management and the executive of the staff association, members and convenors of five teams were named. The problem areas to be addressed were planning and scheduling, job security, training, image and attitudes.

Apart from the planning and scheduling team which consisted of six members, each of the other teams consisted of five members, who represented management and the staff association. The management representatives were normally Heads of Division.

The team responsible for planning and scheduling held one meeting in March 1982, following which a report containing its recommendations was submitted to management.

The job security team held one meeting in May; while the training team held three meetings, one in February and two in May. Both of these teams submitted their reports and recommendations to management in May 1982.

At the May session of the top management workshop, when the whole subject of organizational training was being reviewed, the training team's report and recommendations were considered. It was agreed that further interaction with the team was desired to determine more precisely how some of the recommendations made might be developed. Having submitted their reports and recommendations, however, team members felt that the next move was management's responsibility.

With regard to the teams responsible for image and attitudes, there were no formal meetings, and consequently, no reports. However, the officer responsible for public relations and personnel was also a member of these two teams, and used every available opportunity to act on formal as well as informal suggestions and recommendations for improving these two areas. Some were obtained by way of the suggestion box, while others came directly from individuals and groups. As a result, a number of activities aimed at image and attitudinal improvement were undertaken. Many of these had been suggested at the first retreat.

Efforts to improve the external image of the organization included a planned public relations program which aimed at increasing contact and flow of information with important target groups such as teachers, principals, students, parent-teacher associations, the private sector, the public sector, and the media. Again, several of the recommendations made at the first retreat were implemented.

Internally, conscious efforts were made to inform and involve members more. An internal, informal bulletin, *Link*, was published regularly, while a new irregular bulletin, *Open File*, was introduced to ensure sharing of organizational information which would not otherwise be shared organization-wide. Sporting and other non-work activities were actively encouraged to promote informal communication and more positive attitudes toward the organization.

In December 1984, a questionnaire (Appendix C) was administered to the seven available members of the three teams which had held meetings, to obtain information on goal clarity and achievement, the processes and functioning of the teams, as well as personal feelings about the experience.

The participants made the point that they were not sure whether they could remember details, since it had been more than two years since their involvement in the teams. However, they pledged to do their best.

On the positive side, participants felt that their goals were jointly developed and clearly stated; and that, if pursued, the recommendations made could have a positive impact on the organization.

On the other hand, they also agreed that for the most part, no time frames had been set for accomplishing their goals. It was felt also that the recommendations made by the teams were not seriously considered by management.

With regard to the achievement of their goals, of the seven participants, one felt that the goals were not achieved at all, three felt they were achieved to a minor degree, and three felt they were achieved to a moderate degree. All three teams were exclusively task oriented. There was no indication of specific focus on process.

Lippitt (1982) suggests that one of the most significant contributions of the NTL laboratory movement has been the discovery "that if groups that are engaged in production and problem solving tasks will also focus on their process of interacting with each other, they will achieve significant improvements in productivity" (p. 399).

It has also been found that the inclusion of a target date is an important component of good goal setting, since it serves several purposes. In the first place, it forces the goal setting team to pin itself down at the time that the goal is being set. Secondly, it can serve as a monitor in the interim period. As the date approaches, the team has the opportunity to check on progress, and reschedule, if necessary. It is also useful for evaluation purposes.

Based upon the responses, it would appear that team members had collaborated in setting themselves fairly clear goals. However, inclusion of a target date as part of a stated goal, as well as a conscious focus on process as well as on task, to improve productivity, were two areas which had been neglected in the functioning of the teams.

Interpretive Comments

The teams had been established with every good intention. Members had worked on their tasks, and had submitted reports and recommendations to management. But management had been slow both in recognizing their work, and in taking action on their recommendations. The teams resented this lack of appreciation of their efforts, and felt that in general their goals had not largely been achieved.

It was clear that the teams felt very strongly that having made their recommendations, implementation or further action was management's responsibility. While that was indeed true to a large extent, it was perhaps also possible for the teams to have made further efforts in seeking to influence management, with regard to implementation of the recommended action.

However, as Lippitt et al (1975) have noted, to help ensure successful implementation of action, it is important that the skills and supports which are needed during the risk-taking and implementation period be developed. Thus, it seemed that future organizational work involving teams, could benefit from such a focus.

SUMMARY OF MAJOR FINDINGS

The major findings of Project I are summarized below. They were derived from the assessment data obtained from the document analysis, the group interview and the administration of the questionnaires, and fell into the following categories:

1. Employee involvement
2. Appreciation and recognition

3. Communication, relationships, morale
4. Organizational culture
5. Management cooperation
6. Raised expectations
7. Impact of interventions
8. Driving forces
9. Restraining forces
10. Resistance to change

Employee Involvement

Most of the employees feel a deep sense of loyalty to the organization, and would like to be more actively involved in the problem solving and decision making processes. Personnel at all levels want to be consulted and to be allowed to make inputs appropriate to their knowledge, experience and expertise. This was evident by the high level of participation which occurred in all of the activities undertaken.

Appreciation and Recognition

While most employees are committed to the organization and are willing to use opportunities to participate and contribute, they also feel the need for management to demonstrate appreciation and recognition of their efforts.

This sentiment was expressed particularly by members of the task teams, who had invested time and energy in working on specific problem areas, collaboratively identified by the organization. They felt that management had been slow, both in recognizing their work and in taking action, or at least providing feedback on their recommendations.

Communication, Relationships, Morale

Improving communication, relationships, and morale were ongoing concerns. It was felt that while there had been some improvement in communication for example, as a result of the interventions and resulting initiatives, there was still much room for improvement.

It was noted also, that while more frequent divisional and staff meetings had been introduced, there had been very little improvement in inter-divisional relationships, for instance.

In short, it was felt that in all three areas, communication, relations and morale, the organization still had a long way to go.

Organizational Culture

A major outcome of the interventions was the encouragement of a more open organizational culture. However, it was largely regretted that the frankness, openness, and willingness to change which were characteristic of the climate at the annual staff retreats, were typically absent from the organization on a daily basis. Employees looked forward to the day when a more open culture would become the norm at CXC.

Management Commitment

Given the authoritarian traditions of organizations in general, but particularly the Caribbean, the management of CXC certainly displayed in the first place a willingness to listen, as well as to permit greater employee involvement. Agreement to hold the first retreat was a significant step in breaking with traditional norms.

Management also displayed that it was not above the process, not only by participating in staff retreats, but also by agreeing to engage in top management training. Also, the time, energy, and resources invested in efforts to improve organizational fucntioning suggested some degree of commitment and seriousness of intention. At the same time, however, employees perceived a high degree of ambivalence in this area.

Raised Expectations

The intervention activities, along with management's demonstration of its willingness to listen, served to raise expectations about organizational change, and the rate of change anticipated.

Lippitt et al (1985) have observed that when expectations are raised, and management is perceived as not making an adequate response to those expectations, morale may be adversely affected. The authors, therefore, recommend that in order to clarify and limit expectations, top management should respond to suggestions and good ideas using four categories: those that should be implemented; those that require too much time, effort or money; those that are inappropriate; and those which for some reason must be rejected.

Impact of Interventions

The interventions undertaken between 1981-1983 were generally considered to be useful, particularly with regard to the collaborative identification of problems and generation of solutions.

A number of specific changes which had occurred as a result of the interventions were identified. These included the introduction of the suggestion box; the publication of newsletters and information bulletins; the scheduling of more regular meetings of staff, divisions, and management, as well as increased training activity in all categories, but especially at the levels of supporting and ancillary staff.

The top management workshop was considered to have been especially useful, particularly with regard to the work done on clarifying the role and mission, aims and objectives of the organization. It had also developed in top managers a greater appreciation for management by objectives and more careful planning.

On the other hand, however, it was strongly felt that after three retreats and two management workshops, there had not been enough progress beyond the stages of problem identification and solution generation. Several plans had not been implemented. For example, some of the workshops planned for other categories of staff had not been held; and several follow up activities to the top management workshop were still outstanding.

In short, while there was substantial evidence and acknowledgement of action taken, there was also cumulative frustration and disappointed expectations regarding the overall follow up action. It was felt that for the future, the emphasis should very definitely be on the implementation of action.

Of the six interventions which were assessed, the 1983 retreat was the only case in which it was possible to arrange for the collection of pre and post data. An organizational diagnosis questionnaire was used to measure the state of the organization's health on seven dimensions before and after the retreat.

Based upon the scores obtained, it appeared that there were modest improvements in some areas. However, when statistical tests of significance were applied, they revealed that the changes were not significant.

Driving Forces

The organization's stage of development, that is, its youth and newness, was believed to be a potential driving force. It was felt that because the organization was still quite young, it should not yet be too firmly entrenched in old methods and habits. Hence, effecting change should not be as difficult as with an older organization.

The other major driving force identified was the overall commitment of members in general: their apparent eagerness for change, and seemingly low level of resistance to change.

Restraining Forces

A major constraint was the organization's over-commitment of its time, energy, and resources, particularly its human resources. However, undesirable attitudes and reluctance by some to try new ideas; fear, reduced commitment caused by disappointed expectations regarding lack of follow up action; as well as the organization's lack of attention to the needs of the individual, and its tendency to only take from members as opposed to rewarding effort, were also cited as other significant blocks to change.

Resistance to Change

The picture which emerged was one of organizational ambivalence. On the one hand there appeared to be an eagerness to change. On the other hand, the organization seemed to be resisting change. There was evidence and acknowledgement that several of the plans had been implemented. Yet, there was overall dissatisfaction regarding follow through of action. The challenge, therefore, was to discover the reason for the apparent resistance.

WEAKNESSES OF THE METHODOLOGY

The major weaknesses of the methodology used for the interventions which were assessed in Project I are discussed below. They fell into the following categories:

1. Manageable goals
2. Clear vision
3. Specific plan
4. Driving and restraining forces
5. System for monitoring, evaluation, and rewarding
6. Development of skills and supports

Efforts were made in Project II to overcome these weaknesses.

Manageable Goals

A common mistake, not only in the case of CXC, but also in the case of many groups undertaking planned change, is that of embarking on goals which are unmanageable, unattainable, or unrealistic. Hence, Lippitt (1984) cautions: "Don't start by tackling too big a goal! Define some concrete short term goals or steps that will lead in the direction of your bigger purpose " (p. 3).

In their anxiety to improve, individuals and groups are often inclined to expect too much of themselves, in too little time. They try to do it all at once. This frequently leads to disappointment and frustration when their high expectations are not met.

The selection of manageable, short term goals, helps to provide a more realistic perspective, and thus improves the chances of success.

Hence, in Project II, conscious efforts were made to ensure that manageable short term goals were selected.

Clear Vision

Lippitt (1983) had found that another common mistake of groups attempting to bring about change is the failure to develop a clear vision of the desired state or end product of the change.

When such a vision has been developed, goals can be more clearly specified, and therefore, more easily communicated. This, in turn, helps to clarify expectations and reduce misunderstandings. There is no evidence in Project I to suggest that attention was paid to this element.

In Project II, the preferred futuring technique was used to help with the development of a clear vision of the desired end product. The goal statements which emerged from the futuring exercise, were expressed in terms of a formula which included the action to be performed, the key result aimed at, as well as the target date for completion.

Specific Plan

Research has shown that effective problem solving is more likely to occur when action plans are specific, and outline who will do what, and when. The actions to be taken should be stated in measurable or observable terms, wherever possible. This also facilitates evaluation, since it is much easier to discover whether the relevant criteria have been met.

The lack of a clearly specified plan of action is a weakness which is directly related to the ones discussed earlier. Having selected manageable goals, and developed a clear vision of the expected result, it is then important to design a plan of action which is specific, and provides concrete targets. It should include not only what is to be done, stated in measurable or observable terms, wherever possible, but also who will be responsible, and the time frame for completion.

There were many instances in Project I where the action plans could have been more specific.

It must be noted, however, that at the top management workshop, participants were oriented to management by objectives, and in particular, to the writing of specific objectives.

Specific plans with deadlines, and indications of the persons responsible were actually developed at the workshop. But whether the goals selected were in fact manageable is probably questionable since several of those plans still have not been implemented.

In Project II, efforts were made to encourage the organization, firstly to establish priorities and select from among them; and secondly, to commit itself to concrete targets which were specific, measurable, and attainable.

Driving and Restraining Forces

In any attempt to bring about change, there are always driving and restraining forces in operation. In order to plan appropriate strategies, the forces in the particular situation need to be identified, understood, and carefully assessed.

Force field analysis, a procedure developed by Kurt Lewin (1947), is an effective tool for identifying and assessing these forces. The process includes brainstorming not only to identify both sets of forces, but also to find ways to mobilize the most crucial supports and reduce the most critical blocks. It includes the notion that these forces, both driving and restraining, may be located within individuals, the group, the organization, the community, or the wider environment.

Failure to identify and assess the driving and restraining forces which operate to help or hinder the change process is another common weakness of groups trying to bring about change.

In the context of Project I, there was some attempt at the top management workshop to identify impelling and impeding forces. But in general, attempts to diagnose and assess the blocks and supports in operation were limited.

In Project II, force field analysis was an important component of the intervention design.

System for Monitoring, Evaluating, Rewarding

It is now generally agreed that the development of systems for monitoring, evaluating, and especially rewarding efforts are needed to transform good intentions into effective action.

Failure to specify the necessary mechanisms and procedures for monitoring, evaluating, and rewarding progress is another common weakness of groups which try to implement change.

In Project I, while efforts were made by the internal change agent to monitor the activities, the development of a system for monitoring, evaluating, and rewarding effort was not a conscious component of the design.

In Project II, this element received special attention. It was agreed that monitoring would be shared by the convenor and the consultant. Evaluation was ongoing, and involved all of the participants. A system for reviewing and celebrating progress was also agreed upon.

Weisbord (1976) has observed that finding rewards which are psychologically powerful and appropriate is not an easy task. While financial rewards may be appropriate in some instances, acknowledgement and recognition may be more powerful in others. The latter could, of course, be particularly apropos where financial resources are especially limited.

Given the organization's limitations regarding financial resources, and given also that appreciation and recognition were important to this particular group, it was agreed that the major methods would include praise and recognition bestowed in private, as well as in public, at meetings, on bulletin boards and in printed material.

Development of Skills and Supports

It would appear that knowing what to do to bring about change is not enough. It may also be necessary to learn how to do it. To help increase the chances of successful implementation of action, Schindler-Rainman and Lippitt (1973) and Lippitt et al (1975) have found that it is important for the individuals and groups involved to develop the appropriate discipline and skills, as well as the necessary supports which are important during the risk-taking implementation period.

According to Lippitt (1981), to increase the chances of success, groups need to know how to project, establish priorities, and formulate clear goals; brainstorm action possibilities and explore alternatives; use force field diagnosis to mobilize supports and reduce restraining forces. They also need help and practice in dealing with anticipated behaviors and situations, to build confidence, reduce risks, and anticipate problems.

There is a tendency to assume that organizations possess the capacity to implement the changes they desire. It would appear, however, that knowing what to do may not be enough. Organizations may also need help in learning how to do it.

According to Lippitt et al (1985):

> Recognizing that organizational change and development is a requirement is not the same as being able to initiate and succeed with such a process. The challenge for management today is precisely the ability to implement the change process (p. 141).

If this is so, a major implication for organizational consultants is the need to include in their planned change programs and interventions an emphasis on skill development for effective implementation of action.

Project II, therefore, focussed on the provision of training experiences and opportunities, aimed at helping participants to develop the skills required to be successful in converting their intentions into effective action.

ORGANIZATIONAL AMBIVALENCE

Altogether, the data indicated a pervading pattern of ambivalence. The organization seemed to want change and at the same time it seemed to be resisting change. On the one hand, considerable time, energy and resources had been invested in a series of organizational interventions. There was evidence of action implemented, and some positive results achieved. On the other hand, disappointment and frustration regarding unmet expectations and insufficient follow up action were repeatedly expressed.

As a result of the interventions, problems had been identified collaboratively and a variety of solutions had been proposed, as evidenced by the reports of the staff retreats, the reports of the management workshops, as well as the reports and recommendations submitted to management by the task teams which were set up following the first retreat. However, it was strongly felt that implementation of post intervention follow up action had been the weakest area. Retreat reports showed constant calls for improved follow up action. The group interview participants made a strong plea for future organizational activity to focus on implementation.

The ODQ data indicated that while the organization did have problems, rewards being considered the most pressing, it was, in fact, in a moderate state of health. However, its ambivalence regarding change, was once again evident. For example, the attitude to change dimension obtained the best score on both administrations of the questionnaire. This suggested a fairly healthy attitude to change. On the other hand, within that block, there were negative post-retreat changes on the two questions which dealt specifically with organizational resistance to change.

In terms of actual examples of apparent resistance, an outstanding one was the fact that members felt that despite the various interventions, things were not being done very differently in the organization. Also, while regular divisional and staff meetings had been introduced, it was felt that there had been very little improvement in interdivisional relationships.

There was, thus, no doubt about the organization's ambivalence regarding change. However, the challenge lay in uncovering the reasons for the ambivalence, and in particular, for the apparent resistance. In attempting to meet this challenge, it might be useful at this time to discuss the nature and role of resistance to change, as well as some of the typical reasons for resistance.

RESISTANCE TO CHANGE

Block (1981) sees resistance to change as "a predictable, natural, and necessary part of the learning process "(p. 113).

Lippitt (1985) accepts resistance as typical and normal. He suggests that there is more to be gained by accepting resistance as legitimate concern, and consequently, using it as a constructive resource for change.

Concerning the role of resistance, Lawrence (1974) suggests that "signs of resistance in a social organization are useful in the same way that pain is useful to the body, as a signal that some bodily functions are getting out of adjustment "(p. 435). Lawrence believes that the resistance, like the pain, does not tell what is wrong, only that something is wrong. Hence, rather than trying to overcome resistance, it is more reasonable and advisable to try to discover the reason, and then take steps to correct the problem.

Zander (1950) has provided a long list of typical reasons for resistance to change. They include the following:

1. When the purpose of the change is not made clear
2. When persons affected by the change are not involved in the planning
3. When an appeal for change is based on personal reasons
4. When the habit patterns of the work group are ignored
5. When there is poor communication regarding the change
6. When there is fear of failure
7. When excessive work pressure is involved
8. When the cost is too high or the reward inadequate
9. When anxiety over job security is not relieved
10. When "vested interests" of the individual or a sub-unit of the organization is involved
11. When there is a lack of respect and trust in the initiator
12. When there is satisfaction with the status quo

CONCLUSION

In the CXC situation, while some of the typical reasons provided by Zander appeared to be more applicable than others, in general, it did not appear that in this case the reasons for the resistance were deeply rooted in any of those given. Hence, the question arose, could it be that the apparent resistance was possibly related to a lack of implementation skills, to ineptness about how to bring about the desired change?

It was clear that many ideas had been generated, and action plans prepared. However, following Schindler-Rainman and Lippitt (1973) and Lippitt et al (1975), it was possible that the discipline, skills, and supports necessary for successful follow through and implementation of action plans, also needed to be developed.

Against this background, it was decided that the next intervention would take the form of an action research pilot demonstration, which would focus on the skills and supports considered necessary for effective follow through, to investigate whether this would make a significant difference in terms of actual change.

A tool kit to support the action research project is given in the next chapter.

CHAPTER 5

TOOL KIT TO SUPPORT THE ACTION RESEARCH PROJECT

INTRODUCTION

Based upon the findings of Project I, it was agreed that Project II would focus on the development of the skills and supports which are necessary for effective action implementation.

Schindler-Rainman and Lippitt (1973) and Lippitt et al (1975) have found that the development of the discipline, skills, and supports necessary for effective group problem solving and action implementation is crucial to the success of any change oriented activity. Lippitt (1981) has, therefore, developed a variety of tools for this purpose.

In Lippitt's view, to ensure quality of action, some very important steps include the following:

1. Generating preferred future images
2. Prioritizing the images with value criteria articulated
3. Converting future images into concrete measurable goal statements
4. Diagnosing readiness for and resistance to change (using force field analysis, for example)
5. Brainstorming action possibilities
6. Selecting first steps of action strategy, sequence of subsequent steps, and identifying who will be involved

7. Identifying signs of progress criteria, and celebration possibilities
8. Developing the skills required including interpersonal skills to carry out the action steps
9. Mobilizing support systems
10. Developing mechanisms for continuity and prevention of entropy

This chapter focuses on these theories and practices. Guidelines for effective group functioning, including checklists and tips for increasing the productivity of group meetings are provided. The trainer's role and orientation are discussed.

Finally, this chapter provides an inventory of the tools used in Project II. There were developed by Lippitt for helping groups to acquire some of the skills and techniques which are considered necessary for effective problem solving and action implementation.

ON EFFECTIVE GROUP FUNCTIONING

Lippitt (1980a) has identified a number of conditions which contribute to the effective functioning of groups. According to Lippitt, conditions which are conducive to the healthy formation of the group include the following:

1. A clear statement of the nature and priorities of the task
2. A clear process of invitation to participate, with a rationale for the invitation, and the opportunity for an optional decision to decline
3. Clear commitment of top management to utilize the product of the group and to be willing to listen to and value the outcomes of the effort

4. Adequate resource and time allocation

5. Clarity regarding the leadership of the team. Where the leader is pre-selected, a careful assessment of the appropriateness of the choice is required. An excellent alternative, however, is a clear charge to the group to choose its leadership. Shared leadership may also be useful since it can provide support and growth for the persons involved

6. A clear orientation procedure in which members:
   a. get to know each other
   b. participate in the clarification of goals
   c. participate in probing the purposes and rationale of the task
   d. have the opportunity to work together in defining and accepting schedules and deadlines

In Lippitt's view, the conditions and techniques which contribute to productivity are as follows:

1. Concrete images of the outcomes of the proposed action are developed. Priorities, as well as a time frame for their accomplishment, are agreed on

2. The leadership devotes time to, and involves others in, the development of the agenda, the design of productive meetings, and follow through activities

3. The team develops a procedure for identifying, recording, and storing the skills, competencies, and training of members

4. Members openly share their individual differences in available amounts of time, energy, and commitment, and accept these differences as part of the reality of the resources available for group work

5. Further sub-division into pairs, trios, and individual work as necessary or appropriate
6. Use of "stop sessions" or process interventions at various points in the agenda to review adequacy of functioning, and to consider ways of increasing the productivity of the group
7. Development of a series of sub-goals on the path towards the achievement of the final product. Such stepwise planning is especially useful for evaluation and celebration, or recognition of the progress made. Celebrations are particularly important for maintaining the motivation to proceed with the goal directed efforts. Stepwise planning also helps with early identification of lack of progress, and the possible need for re-planning or redirection of efforts
8. Identification of a procedure for, and regular practice of asking itself when external resources are required, scanning for and recruiting such resources and designing for their effective utilization. Resources may include persons, as well as other factors such as information and facilities
9. Support provided by the organization, which may include resources, time, facilities
10. Rewards and recognition for efforts are important, but discovery that their work is appreciated, used, and helps to bring about change may mean even more than verbal expressions of thanks and appreciation from management

Lippitt believes that special attention should also be paid to the termination of the group's life and efforts. Termination, he contends should not only be celebrated by the group, but should also receive appropriate recognition from management, along with concrete descriptions of plans for the utilization of the work of the group.

MAJOR TOOLS

In Project II, brainstorming was used extensively as a creativity tool. Following Lippitt (1981), some of the other major tools which may be used by groups to develop the skills required for effective action implementation, and which are described later in greater detail, are as follows:

1. Prouds and Sorries: To develop consensus and priorities about what needs to be changed and what should be maintained
2. Preferred Futuring: To formulate images of a desired future, share priority thinking, as well as reasons, values, and assumptions underlying the judgments, and to translate priority images into specific statements of goals to be achieved
3. Internal Dialogue: To explore underlying ambivalence, share and legitimize feelings and ideas
4. Force Field Analysis: To identify and assess the supports to be mobilized and blocks to be overcome; to explore alternative strategies and select the most feasible ones
5. Developing Resource Inventory: To identify and record the skills, competencies, and training of each member of the group
6. Stepwise Planning, Progress Review, Celebration: To develop the action plan, including plans for celebration or recognition of progress
7. Reality Practice: To increase the chances of successful action by rehearsing in a supportive environment, alternative ways of coping with anticipated situations

MATERIALS

The main materials required for the exercises are flip charts and markers, pencils and paper for group members, safe adhesive for securing flip chart sheets to the wall for sharing outcomes.

TRAINER'S ROLE AND ORIENTATION

Lippitt (1980a) sees the trainer as having an important function in providing three types of technical assistance as follows:

1. Technical assistance to management in the formation, support, and utilization of the groups
2. Technical assistance to the leaders of the groups on the leadership role
3. Technical assistance to the group on productive functioning

Technical Assistance to Management

The trainer has a role in helping management in the following areas:

1. In developing a resource bank or inventory of skills, experiences, and training to help with the selection for membership of committees
2. In analyzing particular tasks to be performed, to discover the group composition required
3. In planning for appropriate briefing of the group regarding the mission to be accomplished
4. On how to provide support for the group in terms of the rest of the organization
5. On how to provide continuing support as well as the monitoring of the activities of the group
6. Designing for the utilization of the efforts and products of the group

Technical Assistance to Leaders

The trainer has a role in helping leaders in the following areas:

1. Designing effective meetings and planning for the necessary steps to follow through
2. The use of "stop sessions" or process interventions
3. Development and use of tools to evaluate the meetings and the progress of the group towards its objectives
4. Maintaining perspective on the need for external resources, and finding ways to acquire them
5. Maintaining linkage to the sponsoring manager who needs to be kept informed. The trainer may even need to represent the group in communicating to management specific needs of the group in terms of support and resources

Technical Assistance to the Group

The trainer has a role in helping the group to do the following:

1. Clarify and develop consensus about the criteria of good meetings
2. Become aware of the importance of perceiving diversity as a positive resource, rather than as a difficulty or source of conflict
3. Explore alternative strategies for influencing upwards and outwards, inside and outside the system
4. Define specific steps of progress of sub-goals on the path towards the major goal
5. Work through decisions about division of labor, the development of norms for sub-grouping and individual work

In all of this, flexibility and sensitivity are vital. Trainers need to be able and willing to recognize and be guided by the needs and feelings of the people they assist. It is important to be able to detect, for instance, when a change in direction or pace is necessary, based upon the signals received. For example, if during the course of a meeting, members appear to be overly ambivalent about or resistant to an issue, it may be useful to suspend the agenda temporarily and do the internal dialogue exercise, in order to deal more openly with the blocks and fears surrounding the issue. Progress is much more likely after this has been done. Appropriate use of anecdotes, humor, and coffee breaks are other methods which may be effectively used to ease tensions.

The trainer should also be prepared to invest a considerable amount of time, effort, energy, and patience in attempting to cope with the frustrations, delays, and setbacks which are inevitably encountered.

PROUDS AND SORRIES

Purpose

1. To develop consensus about current characteristics and activities about an organization or situation, what needs to be changed, and what should be maintained
2. To identify priorities

Procedure

1. A small group of 12 or less may work as one group with a volunteer recording on flipchart at front. For larger groups, divide into sub-groups of 4-7 with one member from each sub-group serving as recorder

2. The trainer briefs the group as follows: "pretend you are on a flying carpet looking down on your organization or situation this week. Call out concrete observations of what you see and hear going on around you that makes you proud/pleased or sorry/displeased"
3. Volunteer records observations on flipchart in "Prouds" and "Sorries" columns. If there are more than 30 participants, half could brainstorm the "prouds" and the other half the "sorries"
4. Select priority items. In the case of one group, this may be done by a show of hands. Where there are several sub-groups, lists may be posted on the wall and members select by indicating on the appropriate items after perusing all lists, their three most important items in each column. Votes are counted to determine the three priorities of the group. More than three may be selected, but three to five seems manageable

Note

1. It is useful to post on the wall and remind group to follow the rules of productive brainstorming. They are:
   a. Say everything that comes to mind
   b. Do not discuss the ideas
   c. Do not judge each other's ideas
   d. List repetitions without comment
2. To maximize the benefits of the brainstorming technique, ask "anything else?" repeatedly
3. This exercise could take about 20 minutes, or longer depending upon such characteristics as the size, openness and readiness of the group to engage in this type of exercise

PREFERRED FUTURING

Purpose

1. To formulate images of a desired future for the organization or situation, share priority thinking as well as reasons, values, and assumptions underlying the judgments
2. To translate priority images into goal statements of realistic concrete outcomes, to be achieved within a specific time frame

Procedure

1. The group decides on, or is given, a particular time jump, for example, three months, six months, one year, five years or whatever seems appropriate
2. Members of the group are asked to visualize themselves on flying carpets looking down on their organization or situation at the selected time in the future; that is, three months, six months, or whatever time jump was selected
3. They write down observations of what they see happening, who is doing and saying what, how things are operating that please them very much with the way things have developed over the period of the time jump selected
4. After noting for a few moments, observations are shared on a flip-chart in one group or in several sub-groups depending upon the number of participants. The brainstorming method is used. That is, there is no discussion at this point except for clarification to help make images concrete and clear

5. Priority images are then selected by voting. In the case of several sub-groups, preferred images are posted on the wall, and members select their 3-5 priorities of the appropriate items after perusing all lists. Votes are counted to determine the 3-5 images which the group would most like to see achieved
6. The group discusses the reasons for the choices, and the implications and feasibility of working on the priority areas identified. It may be necessary to discuss with the group three types of problems. In Type I problems, the group has the authority to implement the changes it desires. In Type II problems, others may need to be involved in order to bring about the desired change. In Type III problems, all of the ability to make the change rests with others. The group should note that work on Type III problems could be very frustrating. It may, therefore, be necessary to discuss reasons for not working on some high priority areas
7. Depending upon the size of the group and the number of areas selected, it may be necessary at this time to designate a table area for each priority image, ask participants to choose the priority image they would each like to work on, and form the appropriate sub-groups
8. Each sub-group then attempts to develop and formulate a clear, concise, specific realistic measurable goal statement for its priority image

To assist sub-groups in this task, the trainer should point out that in developing their goals, participants should be realistic. They should select goals which were feasible, attainable, had a reasonable chance of success, would be important to the organization, and were relevant to the resources of the group. In addition to agreeing on who would do what, and within what time frame, sub-groups could also be encouraged to list concrete specific examples or clues of what it would be like when the images were achieved.

Any formula for assisting with setting good objectives may be used. It is useful to point out, for instance, that a good objective should contain action words, and should state the key result and the target date. The SPIRO Model for effective goal setting, the five criteria for which are specificity, performance, involvement, realism, and observability, is one of many models which may be used in orienting the group to the techniques of goal setting.

Note

1. At the start of the exercise, before generating the future images, it may also be useful to encourage participants to scan the environment for various events, developments and trends in the world, the region, the community, the profession, the organization, the self, as appropriate, which could influence the images generated. The trainer could facilitate this activity by providing photocopies of recent relevant articles or lists of relevant trends, for discussion
2. In cases where participants have had little or no previous experience with this type of goal setting, the development of the goal statement could be a very strenuous exercise, requiring a high degree of guidance and encouragement from the trainer

3. The generation of images of a preferred future could take about 20 minutes. However, subsequent discussion of the priority areas and the development of the goal statements could take much longer, depending upon the particular situation

INTERNAL DIALOGUE

Purpose

1. To listen to all the inner voices
2. To open up underlying ambivalence
3. To share and legitimize feelings and ideas

Procedure

Brainstorm all the positive and negative feelings about the proposed project or change. Sharing of this data helps to legitimize feelings and ideas as normal and acceptable. It usually serves as an important unblocking process, and is therefore conducive to progress

Note

1. The internal dialogue exercise may be used at any time, as deemed appropriate, where it seems necessary or useful, as for example when there is a high level of resistance
2. It could take about 20 minutes or longer depending upon the nature and characteristics of the group

FORCE FIELD ANALYSIS

Purpose

1. To identify and assess the supports to be mobilized and blocks to be overcome in planning the strategy of action towards the future image

2. To use this diagnosis as a basis for selecting the start up action steps

Procedure

1. Using the brainstorm method the group identifies and records on flipchart, supporting and restraining forces, remembering to consider factors inside persons, within the group, and in the situational environment. The more complete the assessment, the greater the chances of successful action
2. Select the two to four most crucial supports and blocks
3. Brainstorm all the ways of dealing with the restraints
4. Brainstorm all the ways of mobilizing the resources
5. Review the brainstorm lists, then discuss, choose and indicate:
    a. which two or three actions seem most important, feasible, strategic for dealing with restraints
    b. which two or three steps for mobilizing supports seem most important as starters
6. Prepare start-up action plan

Note

1. This exercise could take about 20 minutes or more
2. A format such as the one which follows might be useful for the force field diagnosis

Goal Statement

Supporting Forces	Restraining Forces

Factors inside persons

Factors in group

Factors in situational environment

3. Factors for consideration might include skill, ambivalence, enthusiasm, goodwill, bias, resources, budget, attitudes, significance, feasibility, and other criteria. The presence or absence of any of these may act as a supporting or a restraining force

4. A model for a possible start-up action plan sheet is given below

Goal Image/Statement

First steps in mobilizing/using support forces	Who will do what to initiate the action?	When?
1.		
2.		
3.		

First steps in dealing with restraining forces	Who will involve whom to do what?	When?
1.		
2.		
3.		

When will we check on progress of action?

Who will call or convene whom? When?

DEVELOPING A RESOURCE INVENTORY

Purpose

To identify and record for use on an ongoing basis the knowledge, skills, experiences, and training available among the members of the group.

Procedure

This information may be collected in several ways. An effective method is to have structured paired interviews in which participants interview each other in pairs to collect individual resource data, using a prepared interview schedule. The information requested might include name, special knowledge, skills, training, experiences, interests, and hobbies. Alternatively, the resource inventory interview schedule could list all the types of skills, experiences and tasks which might be needed in the particular context, or for the particular task in which the group is involved. This is a good activity for the beginning of a meeting since it can start as soon as the first two people have arrived.

The information obtained is later reproduced and stored in an appropriate, retrievable form, such as a matrix with names on one dimension and skills on the other, or a coding of names grouped under different skills and tasks, or in a computer.

Note

1. This exercise could take about 40 minutes
2. The resource inventory facilitates appropriate and efficient division of labor in the action implementation phase

STEPWISE PLANNING, PROGRESS REVIEW, CELEBRATION

Purpose

To develop a stepwise plan of action including review and celebration along the path towards the achievement of the ultimate goal.

Procedure

1. Describe as clearly as possible the ultimate goal. Be concrete and specific (see Preferred Futuring)
2. Brainstorm all the steps of action leading towards that goal, including coping with all the blocks identified (see Force Field Analysis)
3. Review these possible steps and try to arrange them in order of sequence
4. Decide on what seems to be desirable or necessary as a first step
5. Decide who needs to be involved, how and when, to make this step happen
6. Agree on how you will know when you have achieved this step; what will be the specific evidence
7. When this step has been achieved, how might you celebrate? with whom? Brainstorm all the ideas you can think of. Who will coordinate the celebration?
8. Agree on what might be the evidence that the action is off track or moving too slowly. Who will be responsible for checking, monitoring, convening. Agree on when each should be done
9. With whom will you replan?

10. If you have not made the progress you had hoped for, but can discover why, and can plan for correction or new direction, this may still deserve a celebration

Note

1. Step-by-step structuring of the path toward the goal and celebration of progress have been identified as two key notions in problem solving. Celebration or recognition of small steps of progress serves as good motivation to continue to put energy into goal directed activity. Stepwise planning also helps identify very quickly lack of progress, the need to examine, replan, or redirect before too much energy is lost
2. The exercise could take about 40 minutes or more
3. The following is a possible format for the Stepwise Planning, Review and Celebration sheet. T_1, T_2, and T_3 represent check points over an extended period of time. C stands for celebration.

Stepwise Planning, Review and Celebration Sheet

Present Time	T_1(C)	T_2(C)	T_3(C)	Goal Date (C)
	Evidence	Evidence	Evidence	
	________	________	________	
	________	________	________	
	________	________	________	

4. The following is a possible format for recording the follow up action and commitments

Follow up Action

Meeting:
Date:
Time:
Place:

Action Steps, Decisions	Who	When

REALITY PRACTICE

Purpose

To increase the chances of successful action, by rehearsing in a supportive environment, alternative ways of coping with anticipated situations. Emphasis is on no failure, and many alternatives. The important element is the opportunity to receive feedback, to explore alternatives, and to try again.

Procedure

1. Work in trios if possible or appropriate
2. The trio selects an action step or situation from the plan of action which it would like to rehearse
3. Decide who is the practicer(P) or rehearser, who is the receiver(R) and who is the observer(O)
4. Decide where the action takes place, how the interaction is initiated, what relationships and attitudes P and R have toward each other and toward the issue involved
5. Start the action

6. Within one or two minutes O stops the action and initiates the discussion by:
    a. asking P how he/she feels about progress toward the objective
    b. asking R how he/she is affected by P's approach
    c. O then shares observations
7. The trio brainstorms alternative action ideas, which P notes
8. The action starts again, using the feedback generated
9. The action stops for discussion again with a focus on the differences observed as a result of the feedback obtained
10. The trio decides whether to try again, whether someone wants to reverse roles in the same situation or to rehearse another situation

Note

1. Some rehearsals may involve telephone conversations or group situations, in which case the necessary adjustments are made, but the principle remains the same
2. Participants are encouraged to indicate what they would specially like to rehearse, and are allowed as many re-tries as necessary, or as time permits

CHECKLIST OF "DO'S" AND "DON'TS"

Lippitt (1984) has identified a number of important do's and don'ts. The following is a summary:

Important "Do's"

1. Narrow your mission down to an attainable first goal. Next goals will follow as a solid first goal is accomplished

2. Be sure someone is responsible for planning the meeting, so that your collective time together will be well used
3. Constantly think about what additional persons you need as resources for your action. Decide on who should recruit and with what strategy of approach
4. Constantly think about division of labor in getting the work done. Discover who can best do what
5. Constantly give yourselves deadlines, and help each other to keep them
6. Clarify your needs regarding help and support, and seek out the help you need
7. Consider whether co-leadership might not be useful, and how leadership might be rotated over time
8. Keep good records of your meetings, decisions, actions, contacts, and accomplishments. This is important for keeping everyone informed, for orienting new members, for clarifying and celebrating progress
9. Try, if at all possible, to project your calendar of meetings well ahead rather than setting dates from meeting to meeting
10. Try to find a comfortable place to meet, with adequate work space and facilities

Important "Don'ts"

1. Don't start by tackling too big a goal. Define some concrete short term goals or steps that will lead in the direction of your bigger purpose

2. Don't try to do it all yourselves if there are only two or three active members. Put your energy and creativity into involving and recruiting others, and then divide the labor
3. Don't get together for a meeting without having a plan for the meeting and knowing what outcomes you expect
4. Don't assume important people will say "no" to your requests, and so avoid approaching them. Instead, concentrate on the best strategy for obtaining their interest and support
5. Don't assume that it is better if you do it all by yourselves. One of the greatest strengths is asking for help, at the right time, from the right persons

ON PRODUCTIVE MEETINGS

For groups to be effective in their functioning, their meetings must be productive. In addition to identifying the characteristics of good meetings, Lippitt (1984) offers suggestions for the planning of meetings, as well as for important post meeting activity. These are outlined below:

Characteristics of a Good Meeting

1. The furniture is arranged so that everyone is looking at each other
2. There is a place to record ideas where all can see and agree, for example, on a flipchart which can be saved. Blackboards have to be erased
3. An agenda is presented, added to, agreed on
4. There are time estimates of how long each agenda item should take

5. Someone has agreed to be the recorder of the thinking and decisions of the meeting, and is willing to prepare the report, write the notes and circulate it to participants
6. In the report, it is indicated who has agreed to what before the next meeting, and the names are underlined in the notes as a reminder
7. As far as possible, dates of future meetings are set well ahead, and not just for the next meeting
8. At least once or twice every meeting the leaders, or someone else, asks "How are we doing on our way of working together today? Any ideas about how we can improve to be more productive?"
9. Usually the question will be considered, "Who else should be involved?"
10. Usually the last item of a good meeting consists of summarizing who will be doing what between then and the next meeting

Planning Good Meetings

One advantage of having a co-leader is that the two together are likely to do a better job than one of planning the purpose, agenda, and flow of activity of the next meeting. Where there is one leader, it is useful to develop a practice of asking one or two members to form an informal planning team to think together ahead of time about the meeting. Items to be considered at the planning session include:

1. The best flow of the agenda
2. What can people get started on as they walk in the door, and before everyone else has arrived. Such items could include reading, pre-thinking and other project related activities, for example the development of the resource inventory

3. How to get the reports of what has happened since the last meeting
4. How to start the discussion on each item
5. Which items require decisions, which ones are only for information, which ones need brainstorming, but no decisions
6. Time estimates for each agenda item, as a working plan to present to the group
7. Who will be asked to lead off on each item
8. Who will bring what needed supplies, and/or arrange for refreshments

After the Meeting

A de-briefing review of the meeting with the co-leader or informal planning team is essential. It need not be long, but should occur as soon after the meeting as possible while memories are still fresh. If it is not possible to meet, the telephone may be used. The agenda for this meeting should include consideration of the following:

1. How did the meeting go?
2. How could we have improved it?
3. What shall we try next time to make it better?
4. What follow up on commitments should we plan?

Lippitt has found that a post-mortem session such as this, not only increases the chances of improving each meeting, but also heightens the momentum of the entire activity.

CHAPTER 6

PROJECT II: ACTION RESEARCH PILOT DEMONSTRATION (1984-86)

INTRODUCTION

The major findings and weaknesses of Project I which were discussed in Chapter 4 provided the general direction for Project II, which is described in detail in this chapter.

The chapter begins with a presentation of the rationale for the design of the intervention undertaken in Project II. This is followed by a discussion of the concept of preferred futuring, which is an important component of the design.

The planned sequence of activities is then presented. A brief overview of the actual events is followed by a detailed description of the major events which actually occurred, in the sequence in which they occurred.

The chapter concludes with a discussion of the positive factors which prevailed, the major constraint, and a summary of the overall activity.

The findings and implications, conclusions, and recommendations are given in Chapter 7.

RATIONALE FOR DESIGN OF PROJECT II

A series of interventions undertaken by CAC between 1981 and 1983 was assessed in Project I. The data indicated that in the context of these interventions, specific organizational problems had been collaboratively identified and solutions generated. However, while several positive outcomes had resulted, there was overall dissatisfaction regarding the implementation of follow up action.

This, however, is not an unusual organizational phenomenon. Lindaman and Lippitt (1979) have noted that "follow up studies of training events designed to prepare better teachers, or parents, or supervisors, or managers, typically discovered that there is very little carry over into action of the new knowledge and good intentions developed during the training program" (p. 35). In other words, it seems that knowing what is wrong and what to do to correct problems may not be enough.

According to Lippitt et al (1985):

> Recognizing that organizational change and development is a requirement is not the same as being able to initiate and succeed with such a process. The challenge for management today is precisely the ability to implement the change process (p. 141).

To help increase the chances of successful implementation of action, Schindler-Rainman and Lippitt (1973) and Lippitt et al (1975) have found that it is important for the individuals and groups involved, to develop the appropriate discipline and skills, as well as the necessary supports which are important during the risk-taking and implementation period.

A skill may be described as the ability to perform and practice in real life, the concepts one learns. Hence, the development of skills which aid action implementation, represents a step beyond problem identification, and the acquisition of knowledge and concepts about what needs to be changed.

following Lippitt (1981) to help increase the chances of successful action implementation, participants and groups need to know how to project, prioritize and formulate goals; brainstorm action possibilities and explore alternatives; use force field diagnosis to mobilize supports. They need to know how to anticipate and deal with reistance; engage in stepwise planning, progress review, and celebration; and rehearse anticipated behaviors to build confidence, reduce risks, and anticipate problems.

Schindler-Rainman and Lippitt (1973) and Lippitt et al (1975) also consider the provision of continuing support to participants as they strive to move from ideas, to images, to goals, to action, to be crucial. Important sources of support include teammates, managers and bosses, and the external consultant.

The design of the action research intervention, therefore, attempted to provide and mobilize the various types of skills and supports which, it was believed, would help participants to maximize opportunities for successfully linking actions to intentions.

Preferred futuring, a concept developed by Ron Lippitt, and perceived as an important prelude to planning, was an important part of the process. This concept is discussed in the next section.

PREFERRED FUTURING

The preferred futuring concept comes from Ron Lippitt's work at the University of Michigan, where he ran studies on groups to identify how to release group creativity. It was found that groups which did only problem solving, were more likely to blame problems on others, and to find solutions which were oriented toward the reduction of the pain of problems. Groups which engaged in preferred futuring were likely to see themselves as contributing to the problems, and were also more likely to develop innovative solutions.

According to Lippitt (1983), the problem focus method of problem solving which is usually employed by groups, seriously restricts perspectives. It limits not only goals and action options, but also long range goal thinking.

Lippitt, therefore, proposes preferred futuring or the development of images of potential, as opposed to the problem pain focus. It is a method of projecting future images of desired goals and changes which enlarges perspectives, helps develop consensus about priorities, and generates energy and commitment to work productively toward the agreed objectives.

To help increase the chances of successful implementation of action, Lindaman and Lippitt (1979) recommend that each priority future image be converted into a concrete, measurable, attainable change objective, to be accomplished within a specified time frame.

PLANNED SEQUENCE OF ACTIVITIES

Following Fox et al (1973) and Lippitt et al (1975), it was planned that a structured method of moving from projected images to goals and action would be used. This approach is based on the following assumptions:

1. People who are interested in, and who will be affected by decisions for action and commitment should be involved in making such plans

2. Images which lead to action must be realistic and attainable
3. Projecting images and planning for action are more realistic and useful if they are based upon an understanding of the system by "insiders" working together with "outsiders", thus creating inside-outside planning/consulting teams
4. People need to project toward something rather than to focus on getting away from the pain of problems. The latter leads to feelings of depression and impotence, while the former maximizes hope, possibilities and potentialities
5. As people work, talk and brainstorm together, they build on each other's ideas and increase their usefulness
6. An important way to enlarge the range and scope of problem solving is to seek a variety of alternatives, both images and action ideas, rather than to focus prematurely on one idea alone

Based upon these assumptions, and using the tool kit provided in Chapter 5, the planned sequence of activities was as follows:

1. Goalsetting
2. Force field analysis
3. Stepwise planning, progress review, and celebration
4. Reality practice
5. Evaluation

Goalsetting

In this activity the "prouds" and "sorries" and preferred futuring exercises described in Chapter 5 are used to help groups to develop consensus and priorities about what needs to be changed, and what should be maintained; to formulate images of potential with regard to the specific problem area; agree on priorities; and develop specific goal statements, which include a time frame for the accomplishment of the goals.

Force Field Analysis

Kurt Lewin's force field analysis is highly recommended as an effective method of exploring alternative strategies for achieving a change objective. It is a procedure for identifying and assessing the most crucial supports to be mobilized and barriers to be overcome or circumvented, in moving toward a particular goal. It includes brainstorming all possible ways of coping with the barriers, and mobilizing the resources. Alternative strategies are explored and the most feasible ones selected.

Stepwise Planning, Progress Review, and Celebration

Lippitt (1982) has observed that when there is a large gap between the way things are, and the way they should be, instead of challenge and activation, there is often depression and frustration. To combat this, it is recommended that groups be helped to identify small steps of progress toward the change goal, thus ensuring ongoing progress review.

Celebration is also recommended in recognition of the successful completion of each step, in order to provide motivation to continue along the goal directed path. In a case where the desired progress has not been made, but the reason for lack of progress has been identified, the group may then decide whether celebration would still be in order.

Stepwise planning helps the group to monitor the implementation activity on an ongoing basis. Lack of progress can, therefore, be identified early, and appropriate corrective action taken before the energy and momentum are lost.

Detailed descriptions of these procedures are provided in Chapter 5.

Reality Practice

Reality practice is a procedure for trying out alternative ways of coping with anticipated new situations. The rehearsals serve to increase the confidence level of participants, and help them to become more comfortable in dealing with new situations.

It provides an opportunity to practice risky situations, anticipate problems, and receive supportive feedback in a safe environment, before encountering the real event. Participants choose what they would like to rehearse.

The procedure has been found to be particularly helpful to groups planning to make presentations of proposals to power figures. It is especially useful in developing and improving interpersonal skills. It helps participants to move beyond merely knowing what to do, by assisting them in learning how to do it.

Evaluation

In this approach, evaluation is expected to be ongoing. For example, there is an evaluation at the end of each group meeting, and the results summarized, shared and used to improve subsequent sessions. In addition there is process evaluation, or "stop sessions" during meetings, to investigate how things are going. A plan is normally developed for obtaining feedback on the action initiatives. There is also a final evaluation at the end of the project.

OVERVIEW

Based upon the findings of Project I, it was agreed in September 1984 that an action research pilot demonstration would be conducted, and would involve two task teams which sought to bring about change in two specific problem areas identified by the organization. The intervention was designed to provide and mobilize the various types of skills and supports which would help participants to be successful in their efforts.

Team I, which held its first meeting in November 1984, consisted of eight participants ranging from top manager to middle manager, to messenger. Team II, which met for the first time in January 1985, had six members. Following a series of delays, disappointments, and postponements and in view of specific organizational realities and constraints, the two teams were amalgamated in September 1985, and subsequently pooled their efforts to address a new situation, but using the same methods.

The final team session was held in January 1986. Final evaluation data was collected by way of a group interview of participants, held in January, and individual interviews of the management personnel involved. Based upon the availability of participants, the individual interviews were conducted in January and February 1986.

SEQUENCE OF MAJOR EVENTS

The major events of Project II which began in September 1984, and which are listed in Table 5, are detailed below.

September 1984

Permission Sought and Obtained

The Chief Executive Officer, the Registrar, was approached by the researcher concerning Project II. The findings of Project I to date were outlined, and permission was sought to conduct the action research experiment using three or four teams, which would work toward the achievement of specific goals, with a focus on the development of action implementation skills. It was indicated that the activities of the teams would include the specification of clear, attainable, measurable objectives of change, task analysis, and subsequent identification and mobilization of needed resources, as well as the use of process interventions and evaluation feedback tools to improve their productivity.

It was felt that the project could make a significant contribution to the organization's institution building activity, by enhancing the internal problem solving capability. Specific potential benefits included the achievement of certain specified objectives, the working out of a methodology for implementing action plans, and the training of convenors and other participants who would then be able to apply the process skills acquired, to other problems and other task teams on an ongoing basis, thus activating a multiplier effect throughout the organization.

It was agreed that the next steps would, therefore, be the identification of priority areas, followed by the establishment of voluntary task teams to work on the problem areas identified. Following a series of preliminary discussions with the Registrar and other members of management who were vital to the project, permission was obtained to begin with one team.

It was felt by management that an urgent, almost explosive problem at that time related to the office cleaning activity, both in terms of the task to be performed, as well as the morale of the persons involved. It was therefore agreed that all of the persons relevant to this activity, managers, supervisors, and subordinates should be invited to form the first task team.

At that time, the cleaning activity was the responsibility of the General Administration Division. It was therefore agreed that the Senior Administrative Assistant in that division, who was at any rate involved in the supervision of the cleaning activity and who, in addition, was especially keen on the action research project, would serve as convenor.

October 1984

Convenor Training

The researcher who also functioned as external consultant and trainer, held several preparatory meetings with the convenor for briefing and training. These were mutually rewarding since the convenor was also keenly interested in management and organization development activities and techniques.

The consultant developed a set of training materials for the convenor which contained notes on the effective functioning of task teams, healthy conditions for their birth and productivity, patterns of termination, as well as reference information on the various processes which were to be used with the teams during the life of the project. A meeting checklist was also developed and used in preparation for each meeting.

Also included in the convenor training was the preparation of a special Convenor/Consultant Agenda Sheet which outlined the purpose or desired outcomes, and the time estimate for each agenda item, the activities and methods to be used, as well as the person responsible. This was particularly useful in orienting the leadership team, that is, the convenor and the consultant about who was responsible for which agenda item, and how much time was estimated for each activity. An example of a Convenor/Consultant Agenda Sheet is given in Appendix H.

After each meeting, the convenor and the consultant held a debriefing session to share observations about the meeting, its strengths and weaknesses. Improvements for the next meeting were also explored.

November 1984

Task Team I Session 1

The first meeting of Task Team I which was initially planned for October 31, was held on November 20. The purpose of the meeting was to address jointly the problems related to the cleaning of the office, to analyze related issues, explore alternatives, and propose solutions.

All of the persons involved in the cleaning exercise whether as implementers, supervisors, or managers, were invited and did, in fact, attend. These included top management, represented by the Head of Division, middle management represented by the office manager and the convenor, as well as the non-managerial personnel. The latter were all members of the ancillary staff. Details of the agenda and flow of the meeting are given in Appendix H.

There were several positive observations. They include the following:

1. The convenor made the point that participation was voluntary, and anyone wishing to withdraw was free to do so. No one withdrew. On the contrary, participants seemed to welcome the project with eagerness and hope
2. The meeting ended half an hour after the usual office hour, and there was no indication of uneasiness, restlessness, or resentment, as sometimes occurs when other types of meetings end late. No one asked to be excused before the meeting ended
3. Because the meeting ended late, participants opted to complete the evaluation forms at home and return them the next day. They stated that they preferred to have more time for reflection as opposed to completing them hastily and without careful consideration. This indicated a serious attitude and approach to the project
4. One participant actually disrupted his vacation leave to attend the meeting
5. All participants arrived at the meeting on time. The reverse is more often the case, with regard to attendance at meetings

6. It was interesting to observe feelings of apprehension and uncertainty evident at the beginning, transformed by the end of the meeting into feelings of increased comfort, satisfaction and commitment to the group process
7. The meeting ended on a positive and hopeful note.
8. It is usually recommended that convenors of such teams be selected by the group. In this case, the convenor was chosen by management, but participants felt it was a reasonable choice
9. Participants were anxious to meet soon again
10. Serious efforts were made to fix the date of the next meeting, which it was agreed, should be as soon as possible. However, given the tight schedule of organizational activities which already existed, it was difficult to settle a date. It was finally agreed that early in the following week would be most desirable

December 1984

Task Team I Session 2

After several aborted attempts and postponements, the second meeting of Task Team I was held on December 18, 1984. In addition to those who attended the first session, the Personnel Officer, the other top manager in the General Administration Division, also attended.

The main objectives of the meeting were to share the evaluation data, and to continue the work begun at the first meeting. In particular, to develop goal statements related to the priority images agreed upon at the first session, identify blocks and supports and develop a start up action plan.

Evaluation of Session 1

The evaluation form consisted of the following three questions:

1. How do you feel about what we accomplished in this meeting?
2. How do you feel about the way we worked on our tasks?
3. What are your suggestions for our next meeting? Procedures? Agenda? Physical arrangement? Leadership or anything else?

On questions 1 and 2. participants could choose between very satisfied, fairly satisfied, somewhat dissatisfied, and quite satisfied. They were also asked to comment on reasons for their choice.

In a debriefing session immediately following the meeting, the one top and two middle managers, one of which was the convenor, expressed great satisfaction and hope.

Of the five forms returned by the non-managerial participants, two indicated that they were very satisfied with what had been accomplished at the meeting and in the way in which the group approached its tasks, while three indicated that they were fairly satisfied. There were no responses in the somewhat and quite dissatisfied categories.

Comments on Question 1 included:

> "Fairly satisfied because it seems to me we are going in the right direction."
>
> "I am fairly satisfied because all the commitments can be met in a fairly short space of time..."

Comments on Question 2 included:

> "I think we are doing a good job in trying to iron out some of the problems confronting the ancillary staff."
>
> "Very satisfied. Firstly, it gave the ancillary staff a good chance to participate. Secondly, one got the feeling we are going to move ahead with whatever tasks or goals we set ourselves."

Suggestions for the next meeting included:

> "Try to have a 14:30 hours start instead of 15:00 hours."
>
> "More management participation in discussion."
>
> "Complete the agenda of the first session."

In response to the suggestions outlined above, it was noted that the second session had been scheduled for 14:30 hours, with an agenda which consisted of the continuation of the first one. It was also noted that in the first session, management had been deliberately silent in order to allow staff enough time and space to express their views. However, in response to the suggestion, there would be greater management participation in discussion in the future.

Goal Statements

Using the three priority areas agreed upon at the first session, that is:

1. Happier ancillary staff
2. Better communication
3. Clean Headquarters

three sub-groups were formed and charged with the task of trying to develop and formulate clear, concise, specific, realistic measurable goal statements for each. A three-month time frame had been agreed upon at the first session. This end of February 1985 target date was maintained.

To help the sub-groups accomplish their tasks effectively, they were reminded that in developing their goals they should be realistic and select goals which were feasible, attainable, had a reasonable chance of success, would have significance for the organization and was relevant to the resources of the group. In addition to agreeing on who would do what and when, the sub-groups were encouraged to list concrete, specific examples or clues of what it would be like when the images were achieved. They were also reminded that good objectives usually included action words, key results, and target dates.

The sub-groups approached the difficult task of developing goal statements with great interest, energy, and enthusiasm, and are to be highly commended on the results achieved. Each sub-group reported its results to the total group. Their reports are given below.

Sub-group A: Better Communication

Introduction:

The main objective is to promote greater understanding and flow of information among members of staff.

Statement:

We will by end of February 1985 do the following:

1. Arrange and hold at least once a week a meeting with the Office Manager to discuss and solve problems, and to obtain information concerning changes and new regulations
2. Prepare minutes of these meetings and send copies to the Registrar and Heads of Division
3. Use the information obtained to prepare bulletins for staff. The bulletins will include a tear-off section for feedback.

Sub-group B: Happier Ancillary Staff

Introduction:

Ancillary staff would try with the assistance of other categories of staff to promote greater cooperation and understanding among all categories of staff.

Statement:

1. We will ensure that each ancillary staff member participates fully in both small and large assignments
2. We will work together as a team to accomplish the tasks set
3. We will help each other as the need arises
4. We will work cheerfully
5. We will appraoch our duties with enthusiasm
6. We will treat each other as we would like to be treated
7. We will ensure that by end of February 1985, all ancillary staff member have been trained to use the heavy duty machines and equipment

Sub-group C: Clean Headquarters

Statement:

By the end of February 1985, we will have done a thorough job of cleaning Headquarters using the schedule outlined below on an ongoing basis. Each ancillary staff will be assigned to a specific area and responsibility for the area will include mopping, cobwebbing, dusting and so forth. Important activities will include the following:

1. Having cleaning material available at Headquarters at all times
2. Cobwebbing the entire building once a week
3. Scrubbing the office twice per month

4. Cleaning telephones twice per week
5. Communicating cleaning plan by memo or other means to all staff members
6. Helping each other to achieve these goals
7. Ensuring that if a member of the team is absent, his/her part of the plan is taken care of

It was agreed that a sub-committee consisting of the convenor and one representative from each sub-group would meet prior to the next session to refine and combine the sub-group statements into a total team statement to be achieved by the end of February 1985. It was also agreed that the next total team session should be held immediately after the Christmas Holidays, during the first week of January.

Observation/Evaluation

There was full participation from the beginning of the session. Once again it was significant that some participants had voluntarily changed their official day-off for Christmas shopping in order to attend the session.

Of the seven evaluation forms which were completed and returned, six indicated that participants were very satisfied with what had been accomplished in the session, and the way the tasks were approached. One participant was fairly satisfied. This was an improvement over the first session where five completed forms were returned with two indicating very satisfied and three fairly satisfied.

Comments on Question 1, "What do you feel about what we accomplished in this meeting?" included:

"Very satisfied: Staff communication good. Indication of commitment and interest evident."

"Very satisfied: It seems feasible and just. The suggestions could probably improve our working conditions and relationships with each other."

"Fairly satisfied: Some useful goal statements were developed indicating serious thinking on the part of staff."

Comments on Question 2, "How do you feel about the way we worked on our tasks?" included:

"Very satisfied: The approach removes the idea of only management deciding what to do and staff following instructions. It gives a chance for self-motivation."

"Excellent: The methods were well thought out."

"Staff seemed to approach the task set with interest."

"Group members made a genuine effort to give ideas. No evidence of reluctance to speak up. Great cooperation and enthusiasm."

"I am very satisfied because of the determination and the type of interest shown."

Suggestions for the next meeting included:

"Continue group dynamics approach."

"Shorter agenda so that agenda items can be completed by end of session."

"Next meeting should be held as soon as possible so that continuity is not lost. Also anxious to see implementation and results."

January 1985

Task Team I Session 3

The third meeting, which also experienced several postponements was held on January 21. Several persons, including the Head of Division were unable to attend because of other pressing organizational activities which claimed their attention. The convenor explained that while she was aware that several people would have been unable to attend, she had insisted on holding the meeting, since the organizational history suggested that in the past many efforts had terminated prematurely for this very reason; that is, difficulty in arranging meeting times which were convenient to all of those involved.

The major objectives of the meeting were to finalize the goal statement, identify blocks and supports and develop a start-up action plan.

Goal Statement

The goal statement submitted by the sub-committee established to refine it was as follows:

> We will by the end of February see an improvement in cooperation and understanding among all categories of staff. We will do a thorough cleaning job on an ongoing basis, and following a weekly meeting with the office manager, issue a bulletin to staff for information and feedback.

The meeting adopted the statement but agreed that further details particularly concerning the cleaning activity would be specified, while at the same time retaining the necessary flexibility.

Force Field Analysis

A force field analysis followed, in which participants attempted to identify driving and restraining forces within themselves, the group, the organization, and the situational environment.

Start-up Action Plan

The force field analysis was used as a basis for brainstorming action alternatives. For each action step, the individual, pair, or sub-committee responsible was clearly stated, along with the deadline for completion. The action planned related to three major areas: the reward system, the task and workload involved, and changing attitudes and expectations.

Concerning the reward system, it was agreed that the office manager would arrange for representatives of management to meet with the team to agree on rewards for specific cleaning activities which fell outside of the normal daily duties. A sub-committee would work on the details relevant to the nature and expectations regarding the workload in general, and specific tasks in particular.

With regard to effecting changes in the attitudes and expectations of staff members in general, two major activities were proposed: a major organization-wide clean-up campaign, and the introduction and continuation on an ongoing basis of weekly meetings of the ancillary staff and the office manager for sharing information. Reports of these meetings would be circulated to the Registrar and Heads of Division. It was also agreed that following each meeting, a bulletin would be prepared for circulation to all staff members in order to share information across the organization. Members of the organization would also be invited to provide feedback on a tear-off section of the bulletin. It was planned that the first issue of the bulletin would appear mid-February, following the implementation of the clean-up campaign.

Observation/Evaluation

There were a number of obstacles which threatened the convening of this session, but since there had already been several abortive attempts it was agreed that there would be no further postponement. Delays, absences, and interruptions had a less than positive effect at the beginning, resulting in a slower than usual start. However, these were soon overcome and the meeting moved into full gear.

The evaluation forms returned indicated that participants were either fairly satisfied or very satisfied with the session. Comments included:

> "I am fairly satisfied because of the progress and what is being accomplished as a result."
>
> "I am very satisfied because of the enthusiasm and the force behind it."
>
> "The clean-up campaign is what CXC really needs."

The meeting adjourned with the agreement that the next meeting of the total team would be held on February 14.

Team II Session 1

In the meantime, management had agreed to the formation of a second team, which it decided would address the problems relating to the reception/switchboard function. At CXC, these two functions are combined. Management also agreed, that for several reasons, a very important one being scarcity of organizational time, only two teams would be involved in the action research project.

Teak II held its first meeting on January 23. The convenor was the same for both teams. Other participants included the office manager, the regular receptionist, and three other clerks who normally substituted for the switchboard operator/receptionist in her absence.

The purpose of the meeting was similar to that of the first meeting of Team I, except that it related to the reception/switchboard function, instead of to the cleaning activity. The planned format of the meeting was also similar to that given in Appendix H.

In welcoming participants, the convenor indicated that the persons present had been invited based on their involvement in the switchboard/reception activity. She noted that in her short period of just under a year with the organization, she had observed, and the organization's history indicated, that while there may have been several efforts to bring about change in various problem areas, members seemed to feel that very little actual change had occurred; that initial enthusiasm had been inevitably replaced by a return to the old behavioral patterns. She stated her belief that change was in fact possible if people were committed. She, therefore, stressed the importance of individual commitment and willingness to contribute to the work of the team. She noted that the first task team which had recently been set up was addressing the cleaning activity, and was achieving an encouraging degree of success. She therefore felt that the same was possible for this group.

Prouds and Sorries

An effort was made to conduct the prouds and sorries brainstorm, the purpose of which was to develop consensus and priorities about current characteristics, activities, and non-activities, needs for change, and values to be maintained. It was obvious, however, that the group was not yet ready for this. Instead, resistance, tensions, and feelings of discontent needed to be addressed before any meaningful progress could be made.

Internal Dialogue

Opening up underlying ambivalence about participation in a planned change effort is important since sharing of this information helps the group to deal constructively with the situation. Sharing of this data, legitimizing the feelings and ideas as normal and acceptable is an important unblocking process. The consultant, therefore, led the group into an internal dialogue exercise in which members were asked to share their positive as well as their negative feelings concerning the proposed project.

On the positive side, it was agreed that the receptionist/switchboard function was important because it was a crucial link and often the first contact between the organization and the external environment.

However, on the negative side, it was felt that efforts had been made to effect changes in the past and had failed; it was therefore useless to try again. Lack of appreciation by many staff members for the way in which the switchboard functioned and what was involved in the operation, was also cited as another negative factor.

Sorries

The internal dialogue exercise served as an effective icebreaker. It produced increased interaction, involvement, and sharing of concerns. During the discussion, the following "sorries" emerged:

1. Undesirable attitudes of some staff members
2. Authoritative approaches used by some
3. Unkindness to each other
4. Lack of respect for individuals
5. Low morale in the General Administration Division
6. People are not treated as adults
7. The division needs to sort out its problems
8. Too many negative comments and complaints

9. Unrealistic demands by some staff members
10. Some callers are extremely difficult

Observation/Evaluation

This session was extremely difficult in the early stages; however, evidence of resistance such as low participation, non-verbal expressions and body language gradually gave way to evidence of progress in terms of greater interaction and involvement. Evaluation forms were distributed, but participants opted to take them home.

February 1985

Team II Session 2

The second meeting was held on February 20. The major objectives were to try to break down some of the barriers, improve interpersonal relationships, and complete the Prouds and Sorries and Future Trip exercises, given in Appendix H.

Agenda

The agenda was as follows:

1. Something nice
2. Exercise I
3. Exercise II
4. Group discussion
5. Minutes of the last meeting
6. Prouds and Sorries
7. Future trip
8. Agree on next meeting date
9. Evaluation

Something Nice

As participants arrived, they were each asked to select a partner and share with that person something nice which had happened in their lives within the past month. This was followed by group sharing when all participants had arrived. Experiences reported included compliments received, being happy to be back at work after being on sick leave, becoming a great-aunt, and being able to stay in bed late over the weekend. The exercise served as an excellent icebreaker and set the tone for the rest of the meeting.

Exercise I

Participants were given three figures to observe and report what they saw. The various perceptions of the figures were discussed and implications inferred, particularly the need to appreciate the perspectives of others, especially since the same issue may be perceived in several different ways.

Exercise II

Participants were asked to work in pairs, selecting partners with whom they wished to improve their working relationship. The partners were required to select a space and sit back to back and write letters to each other, outlining positives first, and then areas requiring improvement. The example given was:

Dear...

I like when... (list positives)

I am uncomfortable/unhappy when... (list negatives)

Partners then exchanged letters and faced each other for discussion and clarification. Some pairs took longer than others but it was felt that it was important not to rush this exercise, but to allow partners as much time as they seemed to need.

Group Discussion

The group agreed that this was a most useful exercise and hoped that it could be used with other individuals and groups within the organization. It was suggested that a variation of the exercise might serve as an effective form of staff appraisal. It was felt that the opportunity for clarification, openness, and immediate feedback were most useful.

It was also noted that it might be useful for participants to initiate the exercise with colleagues, on an ongoing basis, whenever they felt the need. It was regretted that divisional and staff meetings did not provide a more open forum in which members felt really free to speak up without fear of victimization.

Prouds and Sorries

It was agreed that while the last meeting did not proceed strictly along the structured lines of the agenda, the major prouds and sorries had in fact emerged in the course of the discussion. It was, therefore, agreed to move into the future trip brainstorm.

Future Trip

This activity aimed at developing images of a desired future for the organization with particular reference to the switchboard/reception function. The images which emerged included the following:

1. A strong and united department
2. A more welcoming, warmer reception area
3. Greater understanding and appreciation of the switchboard operation by other staff members
4. More kind remarks
5. Better communication system:
    a. Improved telephone system
    b. Paging system
    c. Recorded answering service with Caribbean music, to be used when receptionist is very busy
    d. Improvement in message system
    e. Greater use of department secretaries in dealing with telephone calls for members of the various divisions

Next Meeting

It was agreed that the next meeting would be held within the next two days, on Friday, February 22 at 2:30 p.m., at which time the goal statement would be developed and refined, and blocks and supports identified.

Evaluation

A general feeling of satisfaction with the meeting was evident. Participants agreed to return the completed evaluation forms for the first two sessions at the next meeting.

March 1985

Change in Organizational Structure

When permission was granted for the action research pilot demonstration to be conducted, one of the constraints lay in the fact that there were plans for organizational restructuring with effect from March 1, 1985. Management, therefore, requested that the project be completed by that time. Efforts were made, but this did not in fact occur. Management very kindly allowed the project to continue.

Under the new structure, the General Administration Division was divided into two departments. The convenor and the Head of the General Administration Division remained in that division. The rest of the team became members of a new section, the Personnel & Office Management Department, headed by the Personnel Officer.

The restructuring had both positive and negative implications for the action research project. The major positive aspect was that the new Head of Division was also positively oriented to the project. She had been kept informed, and supplied with written reports of each session. She had even attended one of the meetings. She had also indicated a desire to attend more regularly, but was constrained by lack of time.

On the negative side, with the convenor being in a separate section from the rest of the team, arranging meetings became even more problematic. Besides, the convenor was no longer functionally involved with the activities of the teams, in any direct way. In addition she found that her own workload and lack of time were adding to the problems of the project. This led eventually to a change of convenor, in September 1985.

Team I Session 4

The fourth meeting was held on March 22, following the restructuring, and not on February 14 as was hoped at the third meeting. A few people were absent, including the Head of Division, because of other matters which claimed their attention.

It was noted with regret that it had not been possible to hold the meeting sooner. However, it was hoped that after this meeting, action steps could proceed without the need for any more meetings of the total team.

Objectives

The major objectives of the meeting were to report on between-meeting assignments and plan the next action steps including celebration of progress.

Agenda

The agenda was as follows:

1. Report on between-meeting assignments
2. Next action steps
3. Celebration/recognition of progress
4. Reality practice
5. Evaluation

Reports on Between Meeting Assignments

Reward System

The office manager reported briefly, since a written report had previously been circulated, and updated the group on the current position.

The meeting between the team and representatives of management to agree on an acceptable reward system for certain activities which lay outside the regular duties, had in fact been held on January 25. It was agreed that the relevant sub-committee would do the following:

1. Research the market to obtain current cleaning rates charged by commercial cleaning establishments
2. Determine cleaning requirements in terms of amounts per session as well as frequency
3. Request management to allocate funds from the budget to a separate cleaning vote
4. Discuss with the Examinations Administration Division (EAD) the possibility of transferring the marking activity from the ground floor of Headquarters to Block B to avoid the need for frequent clean of pencil lead from the floors
5. The cleaning team would rotate tasks within the team

Initial Results

1. The office manager had researched the market and discovered current rates. She also invited inputs from other members of the team. The next step was to make a decision on the application of the rates to the CXC situation, since the external rates included the provision of the cleaning material. The office manager had been informed however,that the cost of the materials was about 50%. Acceptable rates for CXC would be agreed upon at the next meeting of the committee
2. Action was in progress and would be finalized at the next meeting
3. Funds had since been allocated from the budget to a separate cleaning vote
4. EAD had not yet been approached, but this would be done before the next meeting of the committee
5. Rotation would be arranged shortly

Tasks/Workload

A small sub-committee under the leadership of the office manager had met on January 31 to examine the workloads of the ancillary staff to determine whether CXC's expectations were realistic, given the time frame in which the tasks were expected to be performed, that is, between 7:30 and 8:15 a.m. The committee divided the building into cleaning areas and summarized the amount of work to be done by each person. Details of this breakdown had previously been circulated in a written report of that meeting. The sub-committee hoped to meet again to continue its work.

Changing Attitudes/Expectations

The convenor reported verbally that this sub-committee, which was under her leadership, had found it difficult to arrange a meeting. However, she and the consultant had met and discussed possible strategies for communicating with the rest of the organization, the work of the task team, its background, objectives, progress, and anticipated outcomes. Methods of communication could include:

1. Oral sharing of team activities and progress at divisional meetings
2. Preparation and distribution of a printed handout for each staff member
3. Use of the in-house bulletin, *Open File*
4. Oral reports at staff meetings
5. Use of staff bulletin board
6. Weekly bulletins issued by the team on an ongoing basis following meetings with the office manager, as already agreed

Efforts would be made to ensure that printed material originating from the team would be presented in an interesting fashion and would carry the symbol of the team, to be developed and agreed on by the team, in order that the team's material might be easily distinguished from other printed matter. Feedback from the rest of the organization would also be actively solicited. It was felt that this type of communication and involvement could help to change attitudes and expectations within the organization. The major handout introducing the team and its work would be a joint production of the entire team. The team agreed with the proposals.

Next Action Steps

A number of action steps, the persons responsible and the deadlines for completion were then agreed upon. They included the following.

Reward System

Ancillary staff would meet to share the information obtained on current cleaning rates, prior to the final meeting with management, to agree on rewards and other appropriate details. Deadline for this was March 29.

Tasks/Workload

The sub-committee appointed earlier and led by the office manager would continue its work; list problems; propose solutions and make recommendations. The Head of Division was to be coopted to this sub-committee. The deadline set was April 4.

Changing Attitudes

1. Divisional Sessions

There would be oral sharing of team activities and processes at divisional meetings. Information to be shared would include the background of the project, objectives, progress, and anticipated outcomes. Feedback would be sought and divisional as well as individual support solicited.

The convenor was responsible for coordinating this activity. It was agreed that she would approach Heads of Division and arrange a convenient schedule of visits by members of the team to the various divisional meetings. The convenor was also responsible for coopting team members to participate in the divisional sessions, based upon the schedule and member availability. It was envisaged that all divisional sessions would be completed by April 25.

2. Printed Handout

It was agreed that the convenor and the consultant would prepare a first draft of the script. This would be circulated to the team members for comments and additional inputs. Two other team members who have artistic skills would do the art work. Others would be coopted as necessary. It was envisaged that the handout would be issued to staff members in its final form by April 30.

3. Weekly Bulletins

A bulletin would be prepared by the team and issued to all staff, following weekly meetings between the office manager and the ancillary staff. It did not seem possible to begin this before May given the other activities to which the team had committed itself.

Clean-up Campaign

In the meantime, the organization had recently obtained funding from an international donor agency to conduct in-service training for teachers of technical and vocational subjects across the region. As a result, construction work had begun at Headquarters to provide office space to accommodate the new unit. This meant that the clean-up campaign would have to be postponed.

It was therefore agreed that the campaign would be conducted in two phases, to coincide with the completion of the construction, and the various changes of office envisaged, to accommodate the new unit. Phase I would include all of the top floor and part of the ground floor. The deadline for this was May 31.

June, July, and August constitute the most crucial and sensitive period in the organization's calendar year, since it embraces the events leading up to and culminating in its chief business, the marking and grading of thousands of scripts produced by secondary school leavers across the Caribbean. Consequently, no team activity was feasible during this period. It was therefore agreed that Phase II, the rest of the ground floor, would be done at the end of August.

Celebration/Recognition of Progress

The team agreed that two celebrations to recognize progress would be appropriate to take place at the end of each phase of the clean-up campaign; that is, at the end of May and in September. It was agreed that further thought would be given to the nature of the celebration.

Reality Practice

The consultant explained and the group agreed on what was meant by the term "reality practice", the nature of the activity as well as its value.

It is a procedure for trying out alternative ways of coping with anticipated situations. The practice helps people feel more comfortable and confident about dealing with the anticipated situations.

Practicers usually work in trios consisting of a helper, a helpee, and an observer. The helpee selects the situation to be practiced and works with two colleagues, who help create the situation and provide feedback on observations, and support further practice as necessary.

Colleagues then change roles so that each person has the opportunity to role play and practice situations of their own choice. Supportive feedback with a chance to try again in a safe, as against the real situation, is the key element.

Because of time constraints, it was not possible to do practices during the session as planned. However, members felt that they understood the concept and its value and would use the technique in sub-group sessions as the need arose.

Goal Statement

Apart from a change of target date, the team agreed that the goal statement developed earlier would remain. The goal statement therefore was as follows:

> We will by September see an improvement in cooperation and understanding among all categories of staff. We will do a thorough cleaning job on an ongoing basis, and following a weekly meeting with the office manager, issue a bulletin to staff for information and feedback

Future Meetings

It was agreed that the various sub-committees, as well as the total team, would seize the earliest opportunity to meet even for a few minutes after work, whenever they felt that it was necessary, in the interest of the achievement of the team's objectives. Otherwise, team members would stay in close contact with each other and make every effort to implement the actions planned by the agreed dates.

Members expressed satisfaction with the meeting and what had been accomplished. However, even in the context of individual sessions, lack of time was a restraining force. It was deeply regretted for example that there was not enough time for actual reality practice exercises.

April 1985

Team II Session 3

The third meeting of this team was held on April 2. The major objectives were to develop the goal statement, identify blocks and supports, and develop a start-up action plan, including plans for progress review and celebration. Once again, in welcoming participants, the convenor expressed regret that because of various other pressing organizational activities, it had not been possible for the group to meet sooner.

The group was led through a consideration of the SPIRO model for effective goal setting. The five criteria involved in this model are specificity, performance, involvement, realism, and observability. The following observations were made:

1. Specificity

   Specific goals are more useful than general ones since they imply the next step regarding the behaviors to be changed. It is important to be specific about what will be done, and within what time frame

2. Performance

   Performance oriented goal statements are more effective than non-performance goal statements in guiding what a person or group expects to do

3. Involvement

   Involvement relates to the extent of personal involvement in the objective

4. Realism

   Realism relates to the attainability of the goal. It is important to set goals which have a reasonable chance of success

5. Observability

   Observability relates to the ability to see the result, whether it is obvious that the criteria has been met. This is especially useful for evaluating the degree to which the goal has actually been achieved

Examples were cited for further clarification. It was then agreed that the goal statement developed by the group should contain the following components: we will + action + key result + target date.

Using as a base the images of potential developed at the previous session, the following goal statement eventually emerged:

"We will by the end of May

1. make efforts to promote greater understanding and appreciation of the switchboard operation by other members of staff through improved communication

2. contribute to the development of a more united organization/department by creating a warmer, more welcoming reception area."

May was chosen as a deadline, because during June, July, and August of each year, the organizational focus is on the marking exercise.

Identification of Blocks and Supports

Blocks identified included the following:

1. impatience and lack of understanding and appreciation by staff members for the switchboard operation
2. everyone wanted his/her request granted immediately. This was not always possible, especially in the case of overseas calls
3. limited resources
4. lack of commitment by some

The major supports identified were the positive attitude of participants as a group toward the task, and the support of the management of the department.

Action Alternatives

The group then considered possible ways of achieving their goals. They included the following:

1. Greater Understanding and Improved Communication
    a. Sharing information with staff about
        (1) how the switchboard works
        (2) potential/actual problems
        (3) how staff can help
    b. Actively seeking feedback from staff members

c. Carefully considering as switchboard/reception personnel

    (1) their own approaches to the task

    (2) their presentation of themselves and their roles

    (3) how they were perceived by others

    (4) how they might improve their own performance and presentation

2. Warmer Reception

    a. Acquisition of plants and flower arrangements

    b. Other improvements which would become more apparent when the current construction activities to facilitate the new unit and which affected the reception area were completed

    c. Receptionists' presentation of themselves in terms of pleasantness and overall positive and cheerful attitudes

Next Meeting

Once again it was difficult to set a date for the next meeting, especially since arrangements for the marking exercise, as well as preparations for other major organizational meetings - the Administrative and Finance Committee and the Subcommittee of the School Examinations Committee were also in progress, and took priority. It was agreed, however, that there was a slim chance for the week beginning April 15.

Observation/Evaluation

It was interesting to observe Team II overcoming the initial resistance, feeling less threatened and becoming more positively involved in examinig the situation and suggesting how it might be improved.

It was also interesting to note that this team, for whatever reason, quietly but constantly resisted completing written evaluations. This form of evaluation was therefore abandoned in favor of an oral form, in which people commented informally on how they felt the meeting had gone.

Once again the agenda was not completed. There was not enough time to develop the action plan as was hoped.

July/September 1985

Future of Project Discussed

Despite continual prodding by the external consultant, not much happened by way of team activity after Team I's March meeting, and Team II's April meeting. Other organizational activities always took priority.

June, July, and August are normally devoted almost exclusively to preparation for, and the actual marking and grading, of examination scripts, so it was clear that once June had begun, there was no further hope before September.

Thus, on July 3, following several telephone calls, informal discussions and attempts at arranging meetings, the convenor and the external consultant met to review the situation and plan for the future. At this meeting, the disclosure was made of the recent discovery that the roof of the Headquarters building was termite ridden and in immediate need of repair. This was expected to begin in September, immediately after the marking exercise. It was agreed that this new development would need to be taken into account in planning further team activity.

It was also agreed that in the meantime, every effort would be made by individuals and sub-committees to proceed with the action plan developed by Team I, with the knowledge that meetings of the total teams would not be possible before September.

On September 10 and 11 a series of meetings was held with the Registrar, the Head of Division, and the convenor. The external consultant felt that it was necessary to discuss with top managers, in particular, how they felt about the project.

While top management support had been evident in several ways, especially at the beginning, the participants and the external consultant had also experienced a high level of frustration caused by the constant delays and postponements of team activity. It was therefore necessary to openly discuss the situation and try to discover whether top management was still committed to the project, in order to decide whether it was worthwhile to continue.

The view expressed by top management was that the project was useful, and that it should continue despite the difficulties experienced. However, it was also agreed that a change of convenor might be necessary. While the present convenor remained interested in the project, she had also agreed that the pressures and lack of time experienced because of her own workload, served as serious constraints.

This was aggravated by the fact that as a result of recent organizational restructuring, she was now in a different division from the other participants. She was therefore no longer functionally involved with the problem areas being addressed by the teams. Also, being in different divisions, it became even more difficult to arrange meetings. However, she expressed a desire to retain her connection with the project, to receive the reports of the meetings and attend whenever possible, and to be considered a resource which could be tapped.

Following French and Bell (1978), Boss (1979), and others, the external consultant/researcher tried to emphasize in discussion with the Head of Division the vital importance of top management support to the success of a planned change effort. Commitment was expressed by the Head of Division along with assurances of more visible manifestation of support for the future.

September 1985

Change and Training of Convenor

It was suggested by the Head of Division that the other middle manager in the Personnel & Office Management Division who was also functionally involved in the problem areas being addressed by the team, might be asked to assume the role of convenor. She readily agreed, was trained, and was immediately accepted by participants.

Joint Session: Participants Recommend Termination

After these discussions with management and the training of the new convenor, a joint meeting of Teams I and II was held on September 24. The purpose of the meeting was to do the following:

1. Welcome the new convenor
2. Express appreciation to the outgoing convenor
3. Review the project
4. Agree on the next steps
5. Hear from the Head of the Division particularly regarding the support and priority to be accorded to the project in the future

Rationale for Joint Session

The major reasons for holding a joint session were discussed, and were as follows:

1. Teams I and II had not met since March and April respectively. There was therefore an urgent need to meet
2. The teams had much in common, and a joint meeting could be useful in the following ways:
   a. To support each other
   b. To share the problems, concerns, and frustrations caused by the constant delays and lack of action
   c. Given the imminent dislocation to be created by the roof repair and the consequent move to temporary quarters, it was very likely that the teams would need to develop new goal statements to take the changed conditions into account
3. The opportunity could be used to welcome the incoming convenor and express appreciation to the outgoing one at the same time
4. The opportunity could also be used to hear from the Head of the Division particularly regarding support for, and the priority to be accorded to the project in the future

Project Review and Proposal

The project was reviewed and the imminent dislocation of the office discussed. It was then suggested to participants that since the dislocation was a real and imminent reality, perhaps they would like to steer future team work in that direction, but using the same methods and techniques. A possible overall goal, it was suggested, could be to facilitate the smoothest possible transition during the three stages of the dislocation: that is, the move, the period of dislocation, and the relocation.

Participants' Reactions

Participants were very outspoken in expressing the intense disappointment and frustration they had experienced, because of the constant delays and barriers to action. The following is a sample of the comments made and feelings expressed.

1. It was useuless to continue to put effort into the project since there were always other organizational activities demanding attention, thus causing delays, frustration, and lack of progress
2. Any new project was likely to encounter similar problems
3. The project was not receiving the kind of priority attention and support from management that it deserved
4. The organizational role of participants in this department was to respond to the needs of the rest of the organization. Since needs were constantly arising, the project always had to wait
5. Efforts to arrange meetings had consistently failed because people were very busy and it was difficult to find times that were convenient to all. Even dates for vacation leave were difficult to arrange in this department
6. There was disappointment concerning the use of commercial cleaners on more than one occasion, when discussions were in progress for the work to be done internally

7. At CXC, the ancillary staff was generally not appreciated nor respected, hence, the project was not viewed as being of any importance
8. There was no point in continuing to put energy into a futile exercise
9. It seemed more reasonable to stick to their job descriptions and forget about projects since the organization was never satisfied with their efforts and did not give them any encouragement

Participants strenuously recommended that the project be terminated "with speed". The convenor suggested to participants that perhaps many of the grievances expressed should be addressed in a more appropriate forum in order that the necessary corrective action might be taken.

Head of Division's Remarks

The Head of the Division who had been attending another meeting, but who joined the team meeting at this point was briefed appropriately on the meeting so far. She offered explanations on several issues which had arisen. For example, with regard to the use of commercial cleaners, she explained that this had been agreed with the ancillary staff, and was determined by the needs of the situation in terms of the amount of cleaning which was needed, the cost, as well as the time that was available for doing the job.

She also said that while she agreed that the project had experienced its share of difficulties she would strongly urge that one more effort be made to tackle a small project which could last from the present (September) to about the end of the year. She pledged her full support to the prospective project. Since the temporary dislocation of the office was an imminent event in which the group would at any rate be involved she felt that it might be the most reasonable activity to address.

It was agreed that the next meeting would be held on Friday, October 4, at 9:30 a.m.

Observation/Evaluation

While it had become fairly obvious that participants were unhappy, fed up, and frustrated about the lack of action, the intensity of anger and negative feelings expressed surpassed all expectations. It was by no means anticipated, for example, that they would have recommended termination of the project.

Participants were not asked to evaluate this meeting. The mood was not conducive to this.

October 1985

Second Joint Session: New Project Planned

This meeting was held on October 14, and was perhaps the first team meeting to be held on the first date for which it had been planned. The major objectives were stated as follows:

1. To share information concerning the move from Headquarters to temporary quarters to facilitate repairs to the building
2. To obtain inputs from participants concerning the role of the group in the moving exercise
3. To begin to explore strategies to facilitate and implement the move

Information Sharing

The Head of the Division reported to the group on the information which she had to date concerning the proposed move. She indicated that the date named was October 15. It was agreed that while many doubts and uncertainties surrounded that date, it was wise for CXC to be prepared to move at that time, since that was the date given by the Ministry of Education, the agency responsible for the building.

It was explained that while the repairs were being done, the office would be housed at different sites, but close to each other. It was also agreed that in addition to the actual moving exercise, the group also needed to examine the arrangements to be made regarding particular services such as telephone, photocopying, refrigeration/lunchroom facilities, mail, and cleaning.

Action Plan

Lively discussion of alternative strategies and major concerns followed. A detailed action plan which included sharing information with the rest of the staff about the date and plans for relocation, and which named the persons responsible and the time frame for each action step,was developed.

Other major service activities to be considered were identified. This was followed by a visit to one of the temporary relocation sites to begin to consider specific locations for departments and individuals.

It was agreed that the group would meet again on Friday, October 11, at 9:30 a.m.

Observation/Evaluation

Given that this meeting ended with a site visit, it was somewhat of a raggedy ending, which did not facilitate a joint evaluation session. It was clear, however, that the old enthusiasm had returned to a large degree. People had once again become excited, involved, and enthusiastic about working together.

Third Joint Session

Preparation for Relocation

This meeting was held on October 11 as agreed at the last meeting. The major objectives were as follows:

1. To report on between meeting assignments
2. To consider the implications of the relocation for other major service activities
3. To agree on the next steps

Reports on Between Meeting Assignments

Action had begun on all of the between meeting assignments. Many of them had been successfully completed.

Other Major Activities

Detailed decisions and arrangements were made with regard to other major service activities for which the division was responsible, and for which the relocation would have serious implications. It was agreed that the Head of Division and the office manager would fine tune the arrangements as appropriate, and inform the rest of the staff at a general staff meeting.

Possible venues for workshops, council, panel and other organizational meetings held during the period of dislocation were also considered. However, the primary focus was on the annual meeting of the Council and its committees, scheduled for December 3-6. Next to the marking and grading, council meetings probably ranked next in terms of their importance, as organizational events.

Action Plan

An action plan consisting of all the remaining steps leading up to the moving exercise was prepared. It included, as usual, the activities, the persons responsible, and the deadline for completion.

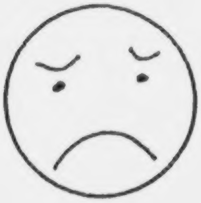
Next Meeting

It was agreed that pairs and sub-groups would meet as necessary to work on their assignments, but the next meeting of the total team would be held on October 25, one week after the relocation had occurred.

Evaluation

Participants were given five faces as shown below and asked to select the one which best expressed their feelings about the session, giving reasons.

1



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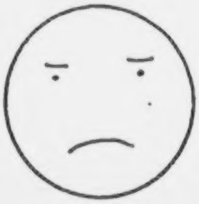
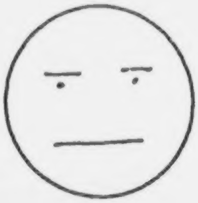


3



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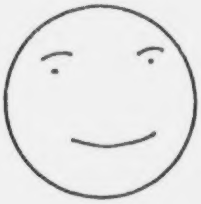
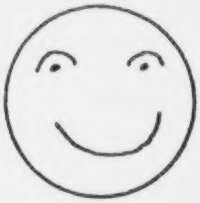


5



Six persons chose #5, three chose #4, one chose #3, and #1.

Comments on Faces 1 and 3 were as follows:

On Face 1

"Incredible - what a mess."

On Face 3

"Because of the ups and downs we've had."

Comments on Faces 4 and 5 included:

On Face 4

"The project is in progress."

"I believe we have made good progress in respect of the action plan. Members have shown positive interest in making arrangements for a successful move."

"Quite happy about today's meeting because it seems to be one of those days when everything we set out to do has come off so far. Very nice."

On Face 5

"Everybody talked freely about the overall moving of Headquarters and shared information in general."

"Each person who attended the meeting is aware of what he/she has to do in the coming weeks."

"Everything seems to be going smoothly."

"I am satisfied with the outcome of the meeting."

"We managed to accomplish many things today. Next meeting should be even better."

"We were all involved."

November 1985

Implementation of New Project

All preparations were in place and the organization was ready to move on October 18. However, because of circumstances outside of CXC's control, the event did not take place on the expected date. After

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Question 10: Are there any other comments you would like to make?

While participants felt that most points had already been made, there were a few others which included the following:

1. While in general team members were highly committed to the project, there were times when they felt overcome by the obstacles encountered, as well as by the prevailing low morale of the organization as a whole. On the one hand, they wanted to contribute and work toward progress; on the other hand, there were times when it seemed futile to try anymore.
2. Participants wished to see greater decentralization of the decision making process, with decisions being made closer to the action, and the appropriate sources of information.
3. Participants wished to see middle managers and supervisors given more opportunity and latitude to carry out their management functions.
4. Participants also wished to see more managers in the organization adopt a more humane approach to employees, and in particular, taking the time to give praise where it is deserved.

Individual Management Interviews

The Head of the Division was unable to be present at the participants' group interview session. It was, therefore, useful that she was interviewed separately in order to obtain her views. The office manager and the convenor had participated actively in the group interview and therefore did not have too much to add. The former convenor was also interviewed separately to tap that perspective.

several postponements, it finally occurred on November 15 and 16 at very short notice from the appropriate external authorities.

January 1986

Final Session

The final session was held on January 10, 1986. It had originally been planned for October 25, 1985, one week after the expected date of the relocation of the office. The relocation took place on November 15.

Reasons for the postponement of the final session included preparation for and involvement in a series of other activities, such as the meetings of Council and its committees held during the first week of December, and a two-day appraisal seminar involving the entire organization during the second week. This seminar had also experienced several postponements.

Following these events a number of participants were on vacation leave. January 10, therefore, seemed to be the earliest date after the Christmas Holidays when most participants would be available. Yet there were still a few absent, including the Head of Division. It was felt, however, that there should be no further postponements.

The major objectives of the meeting were to debrief the moving exercise and evaluate the action research project.

Debriefing the Move

Following team norms, the debriefing of the moving exercise was done jointly. Data was generated by attempting to answer the following questions:

1. How did it go?
2. What went well? Why?
3. What did not go well? Why?
4. What do you think should be done completely differently next time?
5. Would you say that the time spent by the team in planning and organizing the move was worthwhile? Give reasons.
6. Were there any lessons to be learned?

Agitated discussion ensued as strong feelings were expressed about the way things had been done immediately prior to the actual move. The following is a summary of the opinions expressed.

Question 1: How did it go?

Background

The CXC offices were housed in a building which was owned by the Government of Barbados. The Government, therefore, assumed full responsibility for the upkeep of the building. It was unexpectedly discovered earlier in the year that the roof was in urgent need of repair. It was agreed that as soon as alternative accommodation could be found, CXC would be temporarily relocated to facilitate the repairs. The actual date of the move was never certain, however the organization was asked to be ready to vacate by mid-October. There were several other changes of dates between mid-October and mid-November when the move eventually occurred, at very short notice from the relevant external authorities.

In the meantime, the amalgamated task team had held two meetings on October 4 and 11 to plan and organize the exercise as far as possible, in particular, the preparatory activity of sorting, packing, and labelling of furniture, equipment and other materials and supplies.

On November 14, a memorandum was circulated which indicated that the move would take place on November 15 and 16. A schedule was also given which indicated when each division was expected to be moved. According to the schedule, however, it seemed to be anticipated that a part of the organization would be moved in the morning and the rest in the afternoon of November 15, with only standby arrangements for November 16.

It was strongly felt by some participants that this memorandum should not have been constructed without consultation with the main internal implementors, since it suggested that moving the entire office in one day was feasible, when in fact it was unrealistic. They resented the fact that even within the context of a project which sought to promote collaborative strategies, management had failed to seek input from the appropriate lower level sources. The tight scheduling was also attributed to management's reluctance to involve overtime work and payments.

On the other hand, the management perspective expressed at the meeting was that the schedule was meant merely as a guide to indicate the sequence of the move since no one really knew how much time would be required for the completion of the exercise. The situation, it was explained was further aggravated by the fact that because of the short notice given to CXC, and consequently to those involved, the professional movers who were originally expected to be employed and with whom prior discussion had been held, were not available. This resulted in the employment of another group, which, as it turned out, did not have adequate equipment. Against this background, therefore, feelings and comments expressed at the meeting were expectedly mixed.

Negative Comments

The chagrin created by the lack of involvement by the implementors in the preparation of the moving schedule was discussed at length. This, it was felt, was typical of the way things were normally done in the organization. It suggested that management was not seriously committed to collaborative approaches, and especially to inputs from the lower levels of the organization.

The noticeable lack of involvement and participation in the moving exercise, on the part of the rest of the organization, was also noted. It was felt that a greater effort should have been made to involve all staff members. It was observed that while a memorandum had been circulated, which provided briefing on the moving exercise, and invited voluntary participation, the response had been very poor. This, it was believed, suggested that the use of a memorandum only was inadequate, and possibly too impersonal.

In general, it was believed that low staff morale was a major reason for the minimal level of involvement. It was felt that if management was perceived as a more caring one, a more healthy organizational climate would prevail, and people would, therefore, show more interest in such activities.

Positive Comments

It was generally agreed that all things considered, the move went quite well. This, it was felt, was largely due to the personal sacrifices and untiring efforts of the team members, especially those who were involved as implementors.

It was also agreed that the preplanning and organizing done by the team, and the commitment which developed as a result of the participative planning also contributed greatly to the level of success attained.

Question 2: What went well? Why?

It was generally agreed that the preparatory work done by the team, and especially the implementors, in terms of packing, labelling and organizing items, made an important difference. As a result, most of the staff who, to their credit arrived early on the following Monday, were able to settle down promptly and get on with their tasks. Again, the view was expressed that the relative smoothness of the overall move was largely due to the willingness of the implementors to give more than their best. This willingness they felt was largely the result of the team experience, and the commitment developed in this context.

Question 3: What did not go well? Why?

It was noted that some rough spots and unexpected changes did develop. It was felt that these might have been avoided or reduced, had there been greater involvement by the entire organization in the planning, as well as in the actual implementation of the move. It was felt, for example, that a staff meeting to brief members on the plans and the process as suggested by the team, but which for whatever reason was not implemented, might have made an important difference.

A problem which arose with regard to the placement of items especially personal belongings might have been avoided, if individuals or even representatives from the various divisions had been on hand to supervise that activity. Some divisions were more cooperative than others in this regard.

Question 4: What do you think should be done completely differently?

In addition to the full involvement of the implementors at all stages of planning, the general view was that there should also be greater involvement of the staff in general, in the planning, as well as in the implementation. It was also agreed that where individuals were unable to supervise the placement of their own belongings, divisional representatives should be appointed to assume that responsibility.

More time in which to accomplish the task, to avoid placing an undue burden on implementors, as well as adequate equipment and manpower, would also facilitate the process.

Question 5: Would you say that the time spent by the team in planning and organizing the move was worthwhile?

It was unanimously and emphatically agreed that the time spent by the team in planning and organizing the move was more than worthwhile. In fact, it was considered to be a major reason for the overall success of the event. It is for this very reason that team members would like to see the collaborative approaches used in the action research project adopted by others, and ultimately becoming a way of life in the organization.

Question 6: Were there any lessons to be learned?

It was felt that the major lessons related to the importance of involvement and participation in the planning and implementation of an activity, in order to ensure success. It was felt that in the case of CXC, there was a need to explore ways of involving and motivating staff more.

Details of the group's evaluation of the overall action research project are given in the next section.

January/February 1986

Final Evaluation: Group & Individual Interviews

Final evaluation data was collected in two ways. Firstly, a group interview was conducted during the final team session on January 10, to collect participative data. Secondly, the management representatives, both top and middle, were interviewed individually, as available, to provide an opportunity for sharing more sensitive data.

Specific advantages of the group interview technique are that it facilitates building on the feelings and ideas of others, as well as promoting cross-data communication. To ensure a high degree of openness, participants could choose whether or not they wished to have the management representatives present at the evaluation. They opted for management to remain, stating that they preferred management to have a first-hand impression of their feelings. Unfortunately, the Head of Division was absent.

The same questions were used for the group and the individual interviews. They were as follows:

1. What feelings, positive or negative do you have about the project?
2. What are your feelings about using the collaborative approach as a method of addressing organizational problems?

3. With regard to the project, what in your view were the major advantages of using this approach?
4. What were the major constraints experienced?
5. How did you see your role in the project?
6. Reflecting on the notion of an external consultant working with an internal team, with regard to this project, what do you think were the major advantages to this arrangement?
7. What, if any, did you gain personally from the experience?
8. Would you be willing to become involved in, or support, another project which used a similar approach?
9. What would be your recommendation to others who wished to try this approach?
10. Are there any other comments you would like to make?

Group Interview Responses

The following is a summary of the group interview responses:

Question 1: What feelings positive or negative do you have about the Project?

Negative Comments

Negative feelings surrounded the frustrations caused by the inordinate number of delays and postponements experienced by the project. This led to near loss of interest, disillusionment and unwillingness to continue to put energy into the project.

Negative feelings were also caused by the perception that management seemed reluctant to seek or accept ideas which originated at the lower levels of the organization.

Also, the perception that the project did not receive adequate management support, commitment, and priority attention, caused participants to question the genuineness of management's commitment to the collaborative process.

While it was agreed that the project was genuinely hampered by legitimate organizational constraints and lack of time in many instances, it was also felt that more visible management support on an ongoing basis would have made an important difference.

Positive Comments

All participants felt that apart from the negative components outlined above, the team experience was a highly positive one. The successful accomplishment of the moving exercise was largely attributed to the work done by the team in the context of the project.

Participants were particularly impressed by the way things were done, and the processes used by the team. It was noted and highly appreciated that, in the team situation, each member's ideas seemed to have equal weight, and were treated with the same high level of respect and attention.

Question 2: What are your feelings about using the collaborative approach as a method for addressing organizational problems?

It was unanimously agreed that adoption of such an approach by the organization would be highly desirable. It was noted that while collaborative approaches are more time consuming, the beneficial results derived indicate that the time is well spent.

It was suggested that the rest of the organization could probably benefit from similar exposure to participative strategies. This could deepen their understanding of the implications of the process in terms of time and other factors involved, as well as increase their appreciation of the immediate as well as long term benefits to be derived.

With regard to specific techniques used by the team, the evaluation of each meeting was considered to be particularly useful, and one that should be adopted by the organization for divisional, general staff, and other meetings to increase productivity.

Regular use of the brainstorm technique was also commended and recommended for adoption by the organization. It was considered to be a productive method for generating ideas in quantity as long as the rules were followed. Out of these, high quality ones could be selected and built upon. An additional advantage is that members could enjoy the positive experience of having contributed. It was felt that using this technique on a regular basis would help in building commitment and morale.

Question 3: With regard to the project, what in your view were the major advantages of using this approach?

It was agreed that a major advantage was the opportunity provided for individuals to contribute, to express their views, and be listened to as equals, which in turn promoted a feeling of personal worth. This approach also helped to build commitment among members to whatever was agreed upon by the team. Exposure to a new and systematic way of solving problems was another major advantage noted.

Question 4: What were the major constraints?

Time, it was agreed, was the overriding constraint. Despite extremely high levels of personal commitment on the part of team members, given the organizational framework and realities within which they functioned, it was practically impossible to do more in the time available.

Yet, it was frustrating to find that despite the enormous effort and goodwill invested, the good ideas generated and systematically worked through were still having difficulty in being translated into action. It was felt that stronger management support and assignment of priority attention to the project could have helped considerably.

Question 5: How did you see your role in the project?

All participants felt that their role was to contribute to the work of the team in helping to achieve the objectives agreed upon, with the convenor assuming the additional roles of providing leadership, coordinating the activities of the team, and working closely with the external consultant.

It was noted that benefits had also been derived from playing the role of participant observer. By listening carefully and observing the comments, reactions, and non-verbal expressions of each other, members were able to understand each other better, share concerns, appreciate each other's perspectives, thus improving interpersonal relations, and becoming more supportive of each other.

Question 6: Reflecting on the notion of an external consultant working with an internal team, with regard to this project, what do you think were the major advantages and disadvantages to this arrangement?

Participants felt that with regard to this project, it was particularly useful to have as an external consultant someone who was already familiar with the organization through former internal involvement and who was trusted by the team. Because of this, communication was open and easy from the very beginning, and the time which would normally have been spent orienting and developing a relationship with an external consultant who was totally new to the organization, was saved.

On the notion of inside/outside teaming in general, it was noted that a potential advantage of this approach lay in the objectivity which was brought to bear on the situation, by the external consultant. On the other hand, there could also be too much detachment, and possibly even a lack of patience with organizational realities, and the personal inconveniences which may be caused by those realities. It was, therefore, felt that while the arrangement had much to recommend it, the choice of the consultant was very important.

Question 7: What, if anything, did you gain personally from the experience?

The overriding gain expressed was the exposure to a new and systematic approach to addressing problems. Increased awareness of the importance of discussion and dialogue for effective communication, planning, and implementation of action was another important benefit noted.

Other personal gains expressed included sharpening personal powers of observation and experiencing a good feeling about working with a group, and in particular contributing to a positive approach to organizational improvement.

Question 8: Would you be willing to become involved in, or support, another project which used a similar approach?

All participants felt that they would, in principle, be willing to become involved in or support another project which used a similar approach. It was felt that despite the frustrations and other obstacles encountered along the way, it was still a worthwhile exercise, and such efforts should therefore not be abandoned, since they provided a basis for hope, and eventually, for actual organizational improvement in the future. It was even suggested that being more aggressive would also be considered.

Question 9: What would be your recommendation to others who wished to try this approach?

Responses were summed up in sentences such as:

"Don't give up."

"Don't be beaten by failure."

"Even if it doesn't work, you'll at least have tried."

The importance of a high level of commitment by management as well as by members of the group were deemed to be crucial ingredients for success. It was noted that other vital ingredients included the system's readiness, along with its willingness to allocate the necessary time and resources. Constant communication and support were also felt to be extremely important.

These four interviews were held during January and February based upon the availability of the persons concerned. The same set of questions was used for the group and the individual interviews. It was interesting to note that there was a high level of agreement by management and team members in several instances. In others, the focus was expectedly different. A summary of the responses is given below.

Question 1

Positive components included the fact that the project sought to address issues which were important to the organization. The approaches used provided opportunities for structured discussion about attitudes, problems and feelings, and provided useful insights. It was considered to be a useful learning experience especially in relation to the use of a particular model of group problem solving.

On the negative side, there was concern about the problems, especially time constraints, faced by the group, as it sought to achieve its objectives. There was also concern about continuity in using this approach. To what extent would there be any carryover or behavioral change after the termination of the project? To what extent would the team experience have any impact on the rest of the organization, and hence, to what degree could the experiment be described as being successful?

Question 2

Positive feelings were expressed by all. It was agreed that the collaborative approach was a useful one. It provided the opportunity for all levels of personnel to become involved, which was conducive to building morale, commitment, and effective team work. It was noted that the method also facilitated management's exposure to the views and feelings of employees. It was felt that the method could be particularly useful in instances where the management was open and willing to change.

Question 3

It was generally agreed that those at the lower levels of the organization did feel that they were normally not involved or consulted enough. This project provided the opportunity for a high level of involvement and consultation. Participants appreciated the opportunity to make a contribution to the problem solving process, which in turn enhanced their feelings of self worth.

Question 4

It was unanimously agreed that the overwhelming constraint was a chronic lack of time. It was felt that because the organization did not have the time to meet all of its commitments, difficult choices had to be made, with major organizational events which involved external agencies and persons usually taking priority.

Scarcity of time at the overall organizational level, as well as at the individual level, created difficulties with regard to scheduling and attendance at meetings of the teams, as well as implementing action agreed on.

The Head of Division in particular noted that organizational pressures and time constraints prevented her, for example, from doing many things, including being more involved in the team activity. She stated that in her own functioning, she personally experienced high levels of frustration caused by postponements and changes in organizational scheduling. She noted that while the rest of the organization was probably not aware of the situation, top managers, like other employees, were constantly shifting their own work plans and schedules to accommodate the organization's range of commitments.

Question 5

All interviewees saw their role as being supportive to the activities of the team. Convenors included specific responsibilities such as leading, monitoring, coordinating, encouraging, helping to identify problems and potential problems, assisting with development and implementing solutions.

The Head of the Division regretted that because of other organizational pressures she had only been able to attend some of the meetings. At the same time, she noted, because she was aware of the importance of management support, when she took over as Head of the Division she made an even bigger effort than when she was involved merely as Personnel Officer.

Question 6

It was felt that the success of such an arrangement depended very heavily upon the choice of the external consultant, with the edge given to someone who is both known and accepted by the organization. This, it was felt, was the major advantage in this case, since much time is usually lost in orienting persons who are totally new to the organization.

Other potential advantages noted were the linking of the objectivity and technical competence of the outsider, with the detailed knowledge of history, characteristics, and culture of the system by the insiders. The hope that the external consultant would not have the same stringent demands on time, and so be in a position to be patient with the organization and help it to keep things going, was also expressed.

It was also noted that a consultant who was not familiar with, or who did not understand the organization's constraints could be frustrated by the constant delays and postponements. There was also the possibility, depending upon the consultant's orientation, for losing touch with reality and focussing too heavily on theory.

It was also noted that in such an arrangement care should be taken to ensure that the external consultant was given the true picture, since there could be a tendency to clean up for presentation to the outsider. It was felt that in this case because of the history and nature of the relationship between the external consultant and the organization, it was possible for this problem to be adequately circumvented. On the other hand, there was still the question, "Can the outsider ever really understand?"

Question 7

The Head of the Division felt that she had not gained anything in particular, mainly because she had had similar experiences in the past. She felt that had she not had similar experiences, however, she would have benefitted tremendously.

The major gain expressed by the middle managers was the exposure to a "new interesting and useful methodology". They particularly appreciated the opportunity to experience the method, not by absorbing from a textbook, but by putting it into practice. Other personal gains mentioned included insights into the personalities with whom they work and interact daily; access to useful background and personal information, and increased awareness of the frustrations others experience.

Question 8

All responses were strongly positive.

Question 9

All interviewees offered words of encouragement. A major recommendation referred to the problem of time. It was strongly recommended that any such program should be consciously included in the formal work schedule, rather than assuming an "if we have the time, we'll do it" approach. Given the many other organizational activities occurring and competing for time, any such project must be built into the formal work program along side other important organizational activities.

The Head of the Division also recommended the approach highly. However, she felt that an external consultant should probably be used only the first time around, during which time managers and other participants should learn the technique. After that, the approach should be used without outside assistance.

While she felt that it probably took time to develop the skills for using the technique effectively, especially in cases where managers have been highly authoritative, she also felt strongly that managers were too often inclined to withdraw, "leaving the work to the consultant."

Question 10

It was felt that there was room in the organization for greater use of collaborative approaches to problem solving. It was noted that it was a useful method which would probably work more effectively than the existing top down strategy, to identify and address organizational problems, particularly in view of the many highly skilled persons currently employed in the organization.

On the other hand, it was observed, it was easy to blame management when things went wrong. At the same time management has shown signs of a willingness to change. It was true that management had made mistakes, and had at times acted without enough thought, but this was very likely not out of malice, but perhaps rather out of an anxiety to get on with the job, in the face of various time and other constraints. It was noted that while management was probably guilty of a lack of appreciation for the perspective of subordinates, the reverse was perhaps also true.

Positive Factors

Lippitt (1980) has identified a number of conditions which contribute to the productive functioning of groups. Some of the positive factors which operated in this project are discussed in relation to those outlined by Lippitt. With regard to the birth of task teams, healthy conditions include the following:

1. A clear statement of the nature and priorities of the task
2. A clear process of invitation to participate, with a rationale for the invitation, and the opportunity for an optional decision to decline

3. Clear commitment of top management to utilize the product of the teams and to be willing to listen to and value the outcomes of the effort
4. Adequate resource and time allocation
5. Clarity regarding the leadership of the team. Where the leader is pre-selected, a careful assessment of the appropriateness of the choice is required. An excellent alternative, of course, is a clear charge to the group to choose its leadership. Shared leadership may also be useful since it can provide support and growth for the persons involved
6. A clear orientation procedure in which members:
    a. get to know each other
    b. participate in the clarification of goals
    c. participate in probing the purposes and rationale of the task
    d. have the opportunity to work together in defining and accepting schedules and deadlines

The preceding conditions prevailed to a large extent. The teams were clear about the nature and priorities of their tasks. Members were told why they had been invited to attend, and were allowed the opportunity for an optional decision to withdraw. Top management commitment was evident, in that permission was readily obtained to conduct the project; top managers made efforts to attend sessions whenever possible, and were in general quite supportive. The teams were aware of, and had no problems with the rationale for the selection of the leader. Members of each team participated actively in all of the decisions made by their teams.

The conditions and techniques which contribute to productivity as outlined by Lippitt (1980) are as follows:

1. Concrete images of the outcomes of the proposed action are developed. Priorities as well as a time frame for their accomplishment are agreed on
2. The leadership devotes time to, and involves others in, the development of the agenda, the design of productive meetings, and follow through activities
3. The team develops a procedure for identifying recording and storing the skills, competencies and training of members
4. Members openly share their individual differences in available amounts of time, energy, and commitment, and accept these differences as part of the reality of the resources available for group work
5. Further subdivision into pairs, trios, and individual work as necessary or appropriate
6. Use of "stop sessions" or process interventions at various points in the agenda to review adequacy of functioning, and to consider ways of increasing the productivity of the team
7. Development of a series of sub-goals on the path toward the achievement of the final product. These specific concrete steps of progress are especially useful for evaluation and celebration. They are important for maintaining the motivation to proceed with the goal directed efforts. Such stepwise planning also helps with the early identification of lack of progress, and the possible need for re-planning or redirection of efforts

8. Identification of a procedure for, and regular practice of, asking itself when external resources are required, scanning for and recruiting such resources and designing for their effective utilization. Resources may include persons as well as other factors such as information and facilities

9. Support provided by the organization which may include resources, time, facilities

10. Rewards and recognition for efforts are important, but discovering that their work is appreciated, used, and helps to bring about change may mean even more than verbal expressions of thanks and appreciation from management

For the most part, these conditions and techniques were evident. The teams did spend time developing concrete images of a desired future. They established their priorities and set deadlines for their activities. The leadership team which consisted of the convenor and the consultant devoted considerable time to the design and development of productive meetings.

While a formal inventory was not developed, specific skills were identified and plans made to use them. For example, in planning the preparation of the printed handouts for sharing information with the rest of the organization, persons with specifically required skills were identified and asked to undertake related tasks. The team also worked in sub-groups as necessary or appropriate, and meetings were normally evaluated either verbally or by questionnaire, and the findings used to improve future meetings. Stepwise planning was employed and served as evaluation. The question of celebration, however, was problematic, since the frequent delays and frustrations experienced tended to negate the inclination to celebrate.

On the whole, the organization was quite supportive. There was easy access to its resources and facilities. Also, while management had originally requested that the project be completed by March 1985, when it was discovered that this was not possible, an extension was readily granted. However, it must also be noted that participants felt very strongly that greater management support would have made an important difference.

MAJOR CONSTRAINT

A major constraint which has pervaded the entire life of the project as well as organization in general is the question of time. Members of the organization have complained on several occasions about "unrealistic schedules", "time pressures", the "inordinate demands on personal time", that "rush is the norm" (See Appendix D).

It has been noted earlier that because of the absence of a regional tradition in the administration of such examinations, appropriate structures and mechanisms to conduct relevant support activities were missing, thus forcing CXC to assume additional responsibilities, not normally undertaken by examining bodies. Because the syllabuses developed by CXC were new, the relevant teaching/learning materials were lacking. This forced CXC to become involved not only in the production of such materials, but also the orientation of the teachers of the region to the new syllabuses. These and other additional activities which had not been anticipated by the architects of the system had to be undertaken in support of the examinations, and at great personal sacrifice on the part of the members of the organization.

In the context of the group interview, participants questioned whether the organization really had the time and the resources to do all that was requested of it by the governments of the region as well as other important target groups. They agreed that it was a matter which needed to be addressed in the appropriate forum, since it had a profound influence on the organization's ability to set realistic targets, in order that the situation of constantly working under immense time pressure and the accompanying stress might be relieved.

The question of the time available to do all that was expected has therefore remained a problem. In the case of the action research project, the problem was further aggravated by the fact that the project participants consisted of persons who were members of the services division of the organization, whose major role was to respond to the needs, requirements, and activities of the rest of the organization. This meant that in terms of their regular duties, they were constantly operating at peak, which left very little time for team activities.

Their efforts were thus continually thwarted by cancellations, delays, and postponements of activities, most of which were beyond the control of the teams. Rather, they were largely situational constraints which arose out of the nature and quantity of the organization's activities. In addition, it was often difficult to find a time which was convenient to all of the persons involved. This unfortunate situation was an endless source of frustration and disappointment for the participants as well as the consultant.

SUMMARY

The action research project sought to strengthen the skills, leadership and support systems of a group attempting to bring about planned change. A major tenet of the project was the notion that for effective problem solving, it was necessary to establish priorities and select a limited number of problem areas to be addressed within a specific time frame, as opposed to attempting too much at once.

For each problem area identified, it was necessary for goals to be clearly defined and barriers and supports identified and assessed. It was also necessary to draft action plans which specified not only the steps to be taken, but also the persons responsible and the time frame for completion. Throughout the process, a conscious effort was made to provide continuing support to the teams, the leaders, and the management as they sought to bring about change. According to Lippitt et al (1975):

> The history of efforts at innovative training and experimentation in educational systems reveals evidence that much of the learnings, knowledge, goals, or good intentions which are generated by inservice training never become actualized in interpersonal or classroom or administrative practices. Goodwill, a cooperative spirit, and the desire to grow, improve, and change is a starting point; but without the skills to implement one's positive "images", they become haunting reminders of failures and potential seedbeds of despair and guilt (p. 52).

A major component of Project II was, therefore, an emphasis on skill development.

The convenor and team training provided by the consultant focussed on the skills needed for effective group problem solving. These included preferred futuring and brainstorming techniques, force field analysis, and stepwise planning.

Another important aspect of the design was a focus on support. Important sources of support include teammates, managers and bosses as well as the external consultant. In this project, teammates supported each other as they sought to work effectively together, planning and replanning, on the basis of delays, disappointments, and frustration. Middle managers were supportive in that they were part of the team and were involved throughout the life of the project.

Regarding top management support, the head of the organization agreed to and approved of the action research project. The Head of the Division which hosted the project initially was also positively oriented, and attended two out of the three meetings held while he was Head of Division.

The Personnel Officer, also a positively oriented top manager, and who later became head of the host department, was kept informed from the beginning, and was provided with written reports of the meetings. As Personnel Officer, she attended one out of three meetings; and as Head of the Division which hosted the project, she attended three out of five meetings.

While on the one hand participants felt that there was not enough visible support from top management, the Head of Division played a vital role in rescuing the project from premature closure, by urging continuity, giving encouragement, and pledging greater support.

The external consultant provided ongoing support in a number of ways. These included the provision of team and convenor training, assistance in designing and conducting productive meetings, keeping in touch with convenors and team members through regular telephone calls and consultations, being generally on call and available, helping with documentation, evaluation and replanning, on an ongoing basis.

In short, the design of the action research intervention attempted to provide and mobilize the various types of skills and supports which it was believed would help participants to maximize opportunities to successfully link actions to intentions.

While the project did not go exactly according to the original plan, lessons were learned and benefits derived. An important finding was that Caribbean people want to be more involved in the problem solving and decision making processes of their organizations. Despite the difficulties which may be encountered, they are willing to invest considerable energy in efforts aimed at organizational improvement.

The major findings and implications, conclusions, and recommendations are discussed in the final chapter.

CHAPTER 7

MAJOR FINDINGS AND IMPLICATIONS, CONCLUSIONS AND RECOMMENDATIONS

INTRODUCTION

This chapter encapsulates the entire study. It begins by reviewing the purpose, significance, and inquiry propositions, the limitations and opportunities, the methods and objectives. This is followed by a presentation of the major findings and implications, conclusions and recommendations.

The overall conclusion is that effective implementation of change continues to be a challenging issue in both developing and developed countries. It is a complex process which may be adversely affected by an unlimited number of unanticipated obstacles which, if not effectively dealt with, could lead to premature termination of the change project.

The chapter ends with a discussion of the potential benefits to the Caribbean region and to others which may be derived from this attempt to document systematically the experiences of the Caribbean Examinations Council as it sought to implement organizational development and change.

OVERVIEW OF THE STUDY

Purpose

In general, the study sought to explore the feasibility of collaborative problem solving as a strategy for organizational change in a third world setting. Of special interest was the phenomenon that very often organizational plans and good intentions have failed to result in effective change action. The study consisted of two projects.

Significance

"Transfer of technology" and "appropriate technology" are familiar and frequently used terms in developing countries, especially in relation to the manufacturing industry and agriculture. Transfer of technology is generally considered to be useful, and even desirable, as long as conscious efforts are made to adjust the technology to make it appropriate to local conditions.

This study deals with the transfer of organization development (OD) technology, with special attention being paid to the appropriateness of that technology to the local situation.

Most of the documented research in the field of OD has occurred in the context of the developed world. By providing a perspective which reflects the realities of the developing world in general, and the Caribbean region in particular, this study can make a contribution to the overall body of knowledge in the field of organization development.

On the more practical level, since two thirds of the world's population live in the developing world, and since also there is increasing interdependence between developing and developed countries, the sharing of practices and experiences can be of benefit to both groups, and should therefore be encouraged.

Project I (1981-83)

Between 1981 and 1983, a series of organizational development (OD) interventions, aimed at producing change, were undertaken by the Caribbean Examinations Council (CXC). These interventions which took the form of annual staff retreats, top and middle management workshops, and the establishment of task teams, were assessed in Project I. The data collection methods used included analysis of relevant organizational documents and records, administration of questionnaires to all members, and a group interview of a representative cross section of the organization. The focus in Project I was on efforts to bring about change, and the organizational ambivalence experienced in facing the challenge of change, and resistance to change.

Project II (1984-86)

The assessment conducted in Project I suggested that while several positive outcomes had resulted from the interventions undertaken, there was overall dissatisfaction caused by failure to effectively translate the plans and good intentions into action. Consequently, another intervention program, Project II, was designed and conducted during the period 1984-1986. It took the form of an action research pilot demonstration which emphasized the skills and supports necessary for effective action implementation.

Efforts were made in Project II to avoid many of the mistakes frequently made by groups involved in planned change. Special attention was therefore paid to the following:

1. Selection of specific manageable goals, as opposed to goals which are abstract, unmanageable, unattainable, or unrealistic
2. Development of a clear vision of the end product or desired outcome. When such a vision has been developed, goals can be more clearly specified
3. Development of specific plans which state in measurable or observable terms as far as possible, not only what is to be done, but also who is responsible, and the time frame for completion
4. Identification and assessment of driving and restraining forces, as well as brainstorming ways to mobilize the most crucial supports and reduce the most critical blocks
5. Development of systems for monitoring, evaluating, and rewarding the efforts of participants
6. Development of the skills and supports necessary for effective implementation of action. This included orientation to stepwise planning, review and celebration of progress, and reality practice to build confidence and reduce risks

An inventory of tools developed by Lippitt (1981) for helping groups to acquire some of the skills needed for effective action implementation, which was used in Project II, is provided in Chapter 5.

The major objective of Project II was to investigate whether paying attention to the skill development and support elements would make a difference in terms of actual change. The major focus was, therefore, on providing those involved with the opportunity to develop the skills and mobilize the supports required to be successful in converting their intentions into effective action.

The experiment involved two task teams which were established to address specific problem areas identified by the organization. Each team consisted of a vertical slice of the organization and sought to bring about specific change objectives agreed on by the participants.

Inquiry Propositions

In Project I, the inquiry proposition was that it was possible to analyze and define bases of resistance to change, by an analysis of the plans, good intentions, and lack of action in a series of organizational efforts.

In Project II, the inquiry propositions were as follows:

1. It is possible to demonstrate a model of successful collaborative problem solving that overcomes the bases of resistance which have been revealed in Project I by focussing on the skills and supports necessary for effective follow through
2. Focussing on the skills and supports needed for quality of action is the basic differential ingredient with regard to success as against non-success of a planned change effort

Limitations and Opportunities

The limitations of Project I lay primarily in the fact that attempts were being made to mobilize data which described past events. The advantages of pre-planned data collection were therefore lacking. However, there was the advantage that many of those involved were still available and could be tapped as sources of information.

A unique component was that the researcher was able to benefit from the perspectives of an internal, as well as an external, change agent.

Having served as a trusted internal change agent during 1980-83, there was ready access to knowledge, inside resources, power figures, opinion leaders, history, and data in general. There was a high degree of acceptance, credibility, and openness by members at all levels of the organization. At the same time, by functioning as external change agent during 1984-86, the necessary balance and objectivity were maintained.

In Project II, the major constraint was the unavailability of organizational time, and its overcommitment of energy and other resources. This led to an excessive number of delays and postponements, and resulted in a high level of frustration for the participants as well as for the consultant.

The situation was aggravated by the fact that the experimental teams consisted of persons from the services department of the organization. This meant that in terms of regular duties, participants were constantly operating at peak, responding to the needs of the rest of the organization, leaving little time for team activity. The project seemed to be in constant competition with other activities, planned and unplanned, for scarce organizational time.

Summary of Objectives

Altogether, the study sought to do the following:

1. Provide in Project I a descriptive diagnosis of the phenomenon of organizational ambivalence in facing the challenge of change
2. Focus in Project II on an action research pilot demonstration of a change effort which emphasized the development of the skills and supports necessary for effective implementation of action

3. Explore ways of documenting the action research experiment, in the form of a step-by-step procedure in order to share the methods as well as the learnings
4. Contribute to the theory of resistance to change

MAJOR FINDINGS AND IMPLICATIONS

The major findings fell into the following categories:

1. employee involvement
2. management commitment and support
3. role of external consultant
4. the time problem
5. open communication
6. resistance

Employee Involvement

The CXC experience suggests that employees in the Commonwealth Caribbean feel a deep sense of loyalty to their organizations, and would like to be more actively involved in the problem solving and decision making processes.

Personnel at all levels want to be consulted and to be allowed to make inputs appropriate to their knowledge, experience, and expertise. Despite the difficulties which may be encountered, they are willing to invest a considerable amount of energy in organizational improvement efforts.

Implication

The major implication of this finding is the need for managements in the Caribbean to capitalize on this orientation, by making available more opportunities for meaningful employee involvement in organizational matters. Channelling such collective, constructive energy into positive directions can only benefit the respective organizations.

Management Commitment and Support

Unwavering manifestation of top management commitment and support, initially and on an ongoing basis, is critical to the successful implementation of a planned change project. Management, especially top management, must be perceived as having a keen and continuing interest in the change project. Lip service, or perceived lukewarm support, is not enough.

While support at the beginning of a change project is vital, it is not sufficient. It needs to be maintained and visibly demonstrated throughout the life of the project. Without the perceived commitment of top managers, there is little motivation for participants in a planned change effort to continue to invest their time, energy, and resources.

People are convinced more by actions than by words. Hence, it is not enough for support only to be expressed, whether verbally or written. It must also be reinforced by visibly supportive behavior. Such behavior makes a stronger statement about the importance of the project to management and to the organization and provides motivation and encouragement for those involved.

Implications

An important implication of this finding is that managers need to identify and use a variety of methods, which clearly demonstrate their consistent support, commitment, and enthusiasm for a change project.

Effective methods already in use and which might be explored further include the following: active involvement in the project; sanctioning the project as a priority item and communicating this to relevant others; facilitating allocation of the necessary time and resources; sponsorship of, or participation in, celebration of progress; recognizing and rewarding efforts.

Managers also need to discover and deal honestly and effectively with the perceptions of employees. It is possible, for example, that management is deeply committed to a change project, but by failing to demonstrate it visibly and consistently, participants perceive a lack of support. On the other hand, the perceived lack of support may be quite valid. In either case, it is important for managers to be aware of how they are perceived, in order that the necessary corrective steps may be taken, where necessary.

Role of External Consultant

The external consultant is another significant source of support for groups involved in planned change. Depending upon the situation, the consultation provided may include help with defining needs; generating, implementing, and evaluating solutions; building commitment and motivation; developing the necessary skills; identifying and mobilizing various kinds of support.

However, there are limits to the consultant's ability to assist. Consultant support is important, and helps with nurturing, but it is not sufficient to ensure success. It does not prevent problems. Rather, it provides assistance to the group, in facing and dealing with the problems encountered. In other words, it can complement but cannot replace management and other forms of internal organizational support. In order for planned change programs to be successful, internal organizational support is critical.

The external consultant is required to play multiple and diverse roles and functions, depending upon the situation, and the needs of the particular group. With regard to helping with the development of proficiency in group problem solving and action implementation, the skills required may be wide ranging. They could vary from brainstorming, force field analysis and goalsetting, to interpersonal and communication skills, including listening and influencing. Being able to influence others positively, especially power figures, is particularly useful in mobilizing needed supports.

Mediating between managerial and non-managerial personnel is another important role. At all times, but especially in this role, it is important that the external consultant be perceived as a neutral agent. The mediating role may involve helping groups to present their views to management, and vice versa. Or, it may involve preparing management to receive submissions from work groups.

At times it may even be necessary to play a kind of nuisance role, in terms of nudging, encouraging, and initiating. This is because there is the natural tendency for organizations to focus mostly on their regular routine activities to the detriment of the planned change project which is an additional activity, and which for one reason or another may not have been accorded appropriate priority. However, even with nurturing from outside, without adequate levels of internal support, and especially management support, change efforts may be seriously frustrated.

Implications

The foregoing have important implications for external consultants as well as for managers in the Commonwealth Caribbean. A major implication is the recognition that the implementation of planned change is a complex process, involving shared responsibility.

For External Consultants

External consultants need to recognize and appreciate the following:

1. The implementation phase of a planned change project is an intricate one, requiring many and varied skills in order to deal effectively with the various challenges and problems which inevitably arise. The external consultant must, therefore, be prepared to help the client system with the development of a wide range of skills
2. The development of a trusting relationship in which the external consultant is accepted and respected by all levels of the organization is vital, particularly with regard to the mediating role
3. The development of an incredible amount of patience is required to maintain sanity and deal effectively with the delays, postponements, and other inevitable frustrations
4. As Lippitt et al (1975) have noted, provision of personal and professional support to members of organizations is not a traditional activity. There are very few, if any, precedents or models to follow. The external consultant, therefore, needs to respond out of a problem solving posture, remaining flexible and responsive to the needs of the client, and the overall situation

5. A willingness and ability to devote a considerable amount of time to the project, being on call, available, and able to respond at short notice are extremely important
6. An orientation of not waiting to be called, but constantly trying to prod, encourage, nurture, and even initiate, on an ongoing basis is particularly helpful. It was overwhelmingly agreed in the case of the CXC project that this was a vital factor in keeping the project alive
7. Helping a client to decide what to do to solve a problem is not enough. Assistance with how to do it as well as the provision of support throughout the implementation and evaluation phases are also important
8. Readiness and ability to provide assistance to managerial as well as non-managerial personnel are also necessary, as in the mediating role, for instance, or in helping management to identify and use effective methods for demonstrating ongoing support
9. It is often necessary to provide help not only with the needed technology or skill development, but also with building commitment and motivation
10. There are limitations to the amount of help which may be given by the external consultant. Advice may be offered and efforts made to motivate and influence, but the ultimate decision and subsequent action belong to the organization

For Management

Major implications for management include acceptance of the following:

1. Adequate levels of internal nurturing in terms of organizational support are vital to the success of a planned change program. Support from the external consultant is important, but it is supplementary
2. Management support is paramount
3. The project belongs to the organization, not the consultant. The organization has major responsibility for its success. The consultant's role is a helping one

The Time Problem

The problem of lack of time is neither new nor peculiar to CXC. It is normal for organizations to have difficulty in finding time to devote to new projects. Typical, and often genuine reasons, include heavy workloads, other commitments, and unavailability of those involved.

It is probably difficult not to feel overwhelmed by the regular activities which must be carried out, and which are normally given priority. However, if an organization agrees that a project is important and will be undertaken, then it also has a responsibility to ensure that the necessary time and resources are allocated.

The question of whether time pressures are real or imagined must be answered honestly. Alternatives must be explored and priorities identified.

Implications

The major implication is the need to accept that collaborative approaches require time. Serious consideration must, therefore, be given to the amount of time which can realistically be allocated to a particular project, given the existing organizational pressures, events, and other commitments. On this basis, the management of CXC decided, for example, that there would be only two, instead of four, experimental teams.

But even so, difficulties may still arise, as happened in the case of CXC. In which case, it is necessary to explore jointly, ways of circumventing the problem. It is important, for example, that the project be sanctioned by management as a priority item. It should also be consciously included in the mainstream of the organizational activity, as opposed to being left on the periphery, something to be done if there is time. There is never time. Time has to be found, perhaps made, and consciously allocated.

Open Communication

Without open communication, negative perceptions persist. In the CXC project, it was perceived that management had not been supportive enough. On the other hand, in an individual interview with a top management representative, the view was expressed that like other employees, top managers were also victims of the various organizational realities and constraints. They, too, were inconvenienced by frequent changes of schedules, and in general, functioned under immense time pressure. They, too, had problems. But this perspective had never really been shared with the group.

A typical traditional view of organizations in the Commonwealth Caribbean is one in which management is perceived as being in the clouds, and the others on the ground, with a huge gap in between. A closing of this gap by more open communication and sharing of problems and concerns could possibly help to change this perception. It would help to promote mutual goodwill and understanding between managers and others. Managers, especially senior ones, are in an excellent position to initiate, develop and support this kind of honest and open communication.

Implications

Several benefits may be derived from the development of more communication between management and employees. Adversarial relations between the two sides are reduced. As management and employees engage in more open communication, sharing mutual problems and concerns, resistance and negative attitudes are reduced.

On both sides there is increased understanding and appreciation of each other's perspective. Management is therefore in a better position to support employees. On the other hand, employees are also in a better position, not only to perceive management support, but also to support management in return. Both sides benefit.

Resistance

Resistance may develop at any stage of a planned change program. When it surfaces, it should be openly confronted, otherwise progress is difficult. In the CXC project, Team II displayed a high level of resistance in the early stages. This had to be openly dealt with before progress could be made.

Resistance can develop even among those who are positively oriented toward the change. It may develop as a result of the obstacles encountered in their efforts to implement the change, as was the case when termination of the CXC project was recommended. Again in this case, the resistance had to be dealt with openly and honestly, before progress could be made.

This suggests that initial acceptance (as in the case of Team II), or even enthusiasm (as in the case of Team I), by those involved in a change project is not enough to ensure successful follow through and implementation of a change endeavor. While the project may begin with positive feelings, difficulties and frustrations may be encountered, which, if not effectively coped with, can develop into serious problems of resistance. Such a situation could even lead to the eventual abandonment of the implementation efforts, as was almost the case in the CXC project.

Implications

It is important for those involved in planned change to accept resistance as a normal response to change. It should be treated as any other obstacle, that is, requiring a problem solving approach, as opposed to being perceived as a monster to be feared. It needs to be dealt with openly and honestly, before real progress can be made.

It is also important to appreciate that resistance may develop at any point in a change program, from the initial stages, through to the implementation period. If it is not appropriately dealt with, it can lead to eventual abandonment of the change project. It is important for the concerns and opinions of the resistors to be shared openly, seriously considered, and included in further planning and action taking.

CONCLUSIONS

The study sought to investigate the feasibility of using collaborative problem solving as a strategy for change in the Commonwealth Caribbean. It also explored the notion that focussing on the skills and supports necessary for quality of action is the basic differential ingredient with regard to success as against non-success of a planned change effort. In other words, for high quality implementation of change plans, successful planned change interventions include a focus on the development of the necessary skills, resources, and supports. Based upon the findings, the following conclusions were inferred:

1. Collaborative change strategies can work in the Commonwealth Caribbean without disintegration of the system
2. It is possible to break with traditional, authoritarian norms without losing respect or control
3. Caribbean people want to participate and make meaningful contributions to the problem solving and decision making processes of their organizations
4. Given the lack of tradition in participatory practices, focussing on skill development is important for helping participants to maximize the quality of their contribution to the problem solving and decision making processes. Professionals involved in planned change therefore need to include a skill development component in their programs. While such a focus does not guarantee a lack of problems, it does strengthen the capacity of the participants to deal with problems when they arise

5. While various types of support are important during the risk taking, implementation phase of a planned change program, visible, consistently demonstrated management commitment is the most critical
6. Management has a major responsibility for providing and maintaining conditions which facilitate the implementation of the agreed change objectives
7. It is crucial that management appreciates, sanctions, and facilitates the availability of the time and resources which are needed for successful implementation of a change project
8. The development, in organizations, of open communication at all levels and between all categories is conducive to increased understanding and goodwill, and fosters mutual support between management and employees
9. The external consultant in a planned change program has an important role in helping the client system with the development and mobilization of the skills and supports which are needed for effective implementation of action. However, it must also be appreciated that the consultant's ability to influence is limited. The support of the external consultant can supplement, but cannot replace internal organizational support. In this context, management support is paramount
10. Resistance is a normal response to change. It may develop at any stage in the course of a change project. It should be treated as any other obstacle, and approached from a problem solving posture. Resistance can be effectively overcome or positively utilized, if dealt with openly and honestly

Summary

Altogether, the findings support the notion that collaborative problem solving as a strategy for change is feasible in the Commonwealth Caribbean. The importance of focussing on the skills and supports required for effective implementation of action also received considerable support.

Visible, consistently demonstrated top management commitment appeared to be the most critical support. Major components of this include making available the necessary time and resources, and including the change project in the mainstream of the organizational activity.

With regard to resistance, it was found that it could develop at any stage of a change project. For example, despite initial enthusiasm, obstacles and frustrations encountered in attempting to implement the change, if not effectively coped with, could lead to resistance. However, it may also be overcome, if dealt with honestly and openly.

The overall conclusion is that successful implementation of planned change continues to be a challenging issue in both developing and developed countries. This conclusion was inferred from the experiences and findings of this study, along with those of relevant research conducted in developed countries.

Successful implementation is a complex, and often elusive, process. High levels of motivation, commitment and support, as well as possession of the necessary skills, are critical. However, even the presence of all of these does not provide immunity against problems.

The number of unanticipated obstacles which may be encountered, and which may adversely affect the implementation process, appears to be endless. These obstacles, if not effectively dealt with, can lead to the eventual abandonment of a change project.

RECOMMENDATIONS

Based upon the findings and conclusions, the following recommendations are proposed.

The Caribbean Examinations Council (CXC)

1. CXC should make a conscious effort to continue, and expand, its use of collaborative strategies for change
2. Opportunities should be provided by the organization for convenors and other participants of the action research project to continue to use, on an ongoing basis, the training received and the methods learned
3. Based upon the success of the moving exercise, the Personnel & Office Management Division should consider adopting or adapting the methods used for other departmental projects and activities
4. The strategies used and lessons learned in the context of the moving exercise should be seriously considered in planning and implementing the return to Headquarters
5. Following the return to Headquarters, participants in the action research project should be actively encouraged to continue the work begun earlier, but which was abandoned in view of the moving exercise, and other problems encountered
6. To increase the chances of success, special attention should be paid to the major learnings derived from the action research project.

These include the importance of open communication including sharing problems and concerns to reduce adversarial relations and promote mutual support between management and employees; visibly demonstrated management commitment and support, including the allocation of time and resources; and very importantly, ensuring that project work is included in the regular scheduled activity, as opposed to letting it hang on the periphery

7. The work and progress of task team efforts should continue to be documented in order to identify and record effective team work, to promote successful outcomes, and to identify problems and pitfalls
8. If the techniques and strategies used are believed to be valuable, as the Personnel & Office Management Division becomes more proficient and confident in their use, the department could offer to share its skills and experience with others in the organization. This could be done in several ways. For example, the idea may be introduced at the Heads of Division level, with the Head of the Personnel and Office Management Division explaining how it works. Following this, opportunities could be provided for interested parties to observe the process in action, question, clarify, and otherwise seek and obtain information. Summaries of team experiences and outcomes could be prepared and circulated, and comments and questions invited. Presentations at staff and divisional meetings and use of the internal newsletter might also be explored
9. Given the convenor training received in the context of the action research project, the Public Relations Officer, a member of the General Administration Division, should be consciously considered as a resource to be used in task team work across divisions

10. Finally, if the techniques and strategies are believed to be really valuable, those involved might also wish to explore ways of sharing them with others outside of CXC. Possible methods could include making presentations to interested individuals and organizations; providing executive summaries or other written reports; publishing relevant articles in the CXC newsletter or other appropriate periodicals; publication of a manual in which the techniques are described and instructions provided in an easy to follow format

Further Research

Case studies can generate, but do not really test, theories. Investigation of other planned change efforts need to be conducted to ascertain the validity of the findings and conclusions. Replication studies should therefore be conducted in the region, as well as in other third world countries, and the results carefully analyzed in order to determine the generality or limitations of the theories proposed.

Also, a variety of collaborative strategies exist. It would therefore be useful for other studies to investigate whether particular strategies for implementing planned change are more effective than others in various contexts.

Validation of these findings and conclusions could have significant implications for all those involved in trying to bring about change at any level, be it individual, organizational, or societal.

DOCUMENTATION: POTENTIAL BENEFITS

Organization Development (OD) as a field of theory and practice, is not only new to the Commonwealth Caribbean. It is, in fact, a relatively new discipline which evolved out of the human relations tradition and laboratory training methods of the 1940s and 1950s (French and Bell, 1978).

The need for well conducted, clearly documented studies is critical to the advancement of any discipline. But it is even more important in the case of a new and emerging field.

As Lippitt et al (1958) have noted, any such documentation needs to include not only an appraisal of the success or failure of the project in its particular context, but also a description of the basic models, its essential elements and structure, in order that it may be reconstructed correctly in various contexts.

To the Region

For the Caribbean in particular, potential benefits to be derived from the documentation of this study include the following:

1. The provision of baseline data in an area where this is a paucity of documented research
2. Some addition, however tentative, to the body of knowledge of management and organization development in the region, and especially increased awareness of the critical role of management in implementing organizational change
3. An opportunity to explore further the notion that despite their history and the authoritarian traditions of their society, in general, Caribbean people want to participate and make meaningful contributions to the problem solving and decision making processes of their organizations. They are willing to invest the necessary time and energy which are required

4. An opportunity to investigate the use of a collaborative model in a well known and highly respected Caribbean organization

5. The possibility to observe by studying the experiences of a regional organization, that collaborative change strategies are feasible in the Commonwealth Caribbean. They can work in Caribbean organizations without loss of respect or control and without disintegration of the system

6. An opportunity, not only to observe the application of the theory and practice of OD in a Caribbean setting, but also to anticipate the types of obstacles which may be encountered

7. An opportunity to investigate further, the critical roles and responsibilities of managers, participants, consultants, and perhaps even trade unions, in implementing organizational change

8. The study is documented in a way which facilitates replication

9. The study attempts to relate current theories and practices of OD to Caribbean conditions and realities

10. The study promotes the search for appropriate alternative models of management and development

To Others

Because OD is still an emerging field in developing as well as developed countries, there are many unanswered questions and unresolved problems.

In addition, most of the OD experiments which have been documented to date have occurred in the developed world. There is need, therefore, for the experiences of other cultures in different localities around the world to be evaluated and documented in order to expand the overall body of knowledge of organization development.

The major potential users of the findings of this study include the Caribbean Examinations Council, OD practitioners and academics, trade unions, managers and policy makers in the Commonwealth Caribbean, as well as in other third world countries.

However, documentation of the study also has important implications for developed countries. In addition to providing another perspective, the findings could also be of special interest to international donor agencies. This is because a growing number of consultants from developed countries, funded by these agencies, are increasingly being called upon to make meaningful contributions to the development process of third world countries. These agencies and the consultants they employ could benefit from any form of exposure to third world realities, experiences, and orientations.

Thus, documentation of the CXC experience and other similar projects provides the opportunity for sharing with all interested others, in developing as well as developed countries, the experiences gained, the benefits derived, and most importantly, the lessons learned.

APPENDIX A

ORGANIZATIONAL DIAGNOSIS QUESTIONNAIRE

ORGANIZATIONAL DIAGNOSIS QUESTIONNAIRE

From time to time organizations consider it important to analyze themselves. It is necessary to find out from people who work in the organization what they think if the analysis is going to be of value. This questionnaire will help the organization that you work for analyze itself.

DIRECTIONS

DO NOT PUT YOUR NAME ANYWHERE ON THIS QUESTIONNAIRE. Please answer all of the questions. Be open and honest.

PART I

For each of the following statements circle only one (1) number to indicate your thinking.

1 - Agree strongly
2 - Agree
3 - Agree Slightly
4 - Neutral
5 - Disagree Slightly
6 - Disagree
7 - Disagree Strongly

1. The goals of this organization are clearly stated 1 2 3 4 5 6 7
2. The division of labor of this organization is flexible 1 2 3 4 5 6 7
3. My immediate supervisor is supportive of my efforts 1 2 3 4 5 6 7
4. My relationship with my supervisor is a harmonious one 1 2 3 4 5 6 7
5. My job offers me the opportunity to grow as a person 1 2 3 4 5 6 7
6. My immediate supervisor has ideas that are helpful to me and my work group 1 2 3 4 5 6 7
7. This organization is not resistant to change 1 2 3 4 5 6 7
8. I am personally in agreement with the stated work goals of my work unit 1 2 3 4 5 6 7
9. The division of labor of the organization contributes to the achievement of its goals 1 2 3 4 5 6 7
10. The leadership patterns of this organization helps its progress 1 2 3 4 5 6 7

1 - Agree strongly
2 - Agree
3 - Agree Slightly
4 - Neutral
5 - Disagree Slightly
6 - Disagree
7 - Disagree Strongly

11. I can always talk with someone at work if I have a work-related problem 1 2 3 4 5 6 7

12. The pay scale and benefits of this organization treat each employee equitably 1 2 3 4 5 6 7

13. I have the information that I need to do a good job 1 2 3 4 5 6 7

14. This organization is not introducing enough new policies and procedures 1 2 3 4 5 6 7

15. I understand the purpose of this organization 1 2 3 4 5 6 7

16. The manner in which work tasks are divided is a logical one 1 2 3 4 5 6 7

17. This organization's leadership efforts result in the organization's fulfillment of its purposes 1 2 3 4 5 6 7

18. My relationships with members of my work group are friendly as well as professional 1 2 3 4 5 6 7

19. The opportunity for promotion exists in this organization 1 2 3 4 5 6 7

20. This organization has adequate mechanisms for coordinating its activities 1 2 3 4 5 6 7

21. This organization favors change 1 2 3 4 5 6 7

22. The priorities of this organization are understood by its employees 1 2 3 4 5 6 7

23. The structure of my work unit is well designed 1 2 3 4 5 6 7

24. It is clear to me whenever my boss is attempting to guide my work efforts 1 2 3 4 5 6 7

25. I have established the relationships that I need to do my job properly 1 2 3 4 5 6 7

26. The salary that I receive is in accordance with the job that I perform 1 2 3 4 5 6 7

27. Other work units are helpful to my work unit whenever assistance is requested 1 2 3 4 5 6 7

28. Occasionally I like to change things about my job 1 2 3 4 5 6 7

1 - Agree Strongly
2 - Agree
3 - Agree Slightly
4 - Neutral
5 - Disagree Slightly
6 - Disagree
7 - Disagree Strongly

29.	I would prefer to have less say in deciding my work unit goals	1	2	3	4	5	6	7
30.	The division of labor of this organization helps its efforts to reach its goals	1	2	3	4	5	6	7
31.	I understand my boss's efforts to influence me and the other members of the work unit	1	2	3	4	5	6	7
32.	There is no evidence of unresolved conflict in this organization	1	2	3	4	5	6	7
33.	All tasks to be accomplished are associated with incentives	1	2	3	4	5	6	7
34.	This organization's planning and control efforts are helpful to its growth and development	1	2	3	4	5	6	7
35.	This organization has the ability to change	1	2	3	4	5	6	7

PART II

The following information is for research comparisons only.

1. What is your age?
   ( ) Under 30
   ( ) 30 - 49
   ( ) Over 50
2. What is your position-level in the organization?
   ( ) Top manager
   ( ) Middle manager
   ( ) Other
3. How long have you worked for this organization?
   ( ) Less than 1 year
   ( ) 1 - 5 years
   ( ) Over 5 years
4. Sex
   ( ) Male
   ( ) Female

Thank you for your cooperation.

APPENDIX B

GROUP INTERVIEW SCHEDULE

GROUP INTERVIEW SCHEDULE

Introduction and Purpose

The purpose of this session is to try to assess the degree to which you feel that the organization development efforts in which CXC has engaged between 1981 and 1983 have resulted in organizational change. We hope you will be as frank and open as possible.

Participants

In selecting participants we have tried to ensure that all sections of the organization are represented. These include the various divisions, top management, middle management, and other employees, principal, supporting and ancillary staff, the principal staff association as well as the union, males and females. In addition, each of you has been with the organization over the entire period under review. You have all participated in staff retreats, the top and middle management representatives participated in the management workshops, and some of you were involved in some of the task teams.

Directions

In answering the following questions, please try to be specific and cite as many examples as possible.

1. So far, three staff retreats have been held in 1981, 1982, and 1983 respectively. What impact do you think these have had?
2. As a result of the retreats, what changes did you expect?
3. In your view, what changes, if any, occurred?
4. What factors would you say operated in favor of, or against, change?
5. In 1982, a top management workshop and a middle management workshop were held. What impact do you think these have had? Give examples.
    a. Top Management Workshop
    b. Middle Management Workshop
6. Following the first retreat in 1981, five task teams were set up to make recommendations on specific problem areas: Planning and Scheduling, Training, Job Security, Image and Attitudes. Reports were submitted by three of the teams - Planning & Scheduling, Training, Job Security. What impact do you think these have had?
7. Are there any other comments/recommendations you would like to make?

APPENDIX C

TASK TEAM QUESTIONNAIRE

TASK TEAM QUESTIONNAIRE

Following the 1981 staff retreat, you served on one of the task teams which was set up to address a specific problem area. Please think back to that experience, and indicate your thinking by circling the appropriate number, using the following scheme.

5 - To a very large degree
4 - To a large degree
3 - To a moderate degree
2 - To a minor degree
1 - Not at all

1.	The goals were clearly stated	1	2	3	4	5
2.	The goals were developed jointly by members of the team	1	2	3	4	5
3.	The goals were attainable	1	2	3	4	5
4.	The team agreed on a time frame for the accomplishment of the goals	1	2	3	4	5
5.	The team developed concrete images of desired outcomes	1	2	3	4	5
6.	The team analyzed the forces operating for and against the achievement of the stated goals	1	2	3	4	5
7.	The team developed a method for identifying recruiting and using additional resources	1	2	3	4	5
8.	At the end of each meeting there was usually an evaluation	1	2	3	4	5
9.	The evaluation served a useful purpose	1	2	3	4	5
10.	The team developed a series of sub-goals - specific concrete steps of progress to be used as evaluation, and for celebration	1	2	3	4	5
11.	The stated goals were achieved	1	2	3	4	5
12.	The recommendations made by the team to management were seriously considered	1	2	3	4	5
13.	The recommendations made by the team to management were acted upon	1	2	3	4	5
14.	My expectations concerning the utilization of the team's recommendations were met	1	2	3	4	5
15.	I have a positive feeling about my involvement as part of the team	1	2	3	4	5
16.	As a result of this experience I have acquired new problem solving skills	1	2	3	4	5

5 - To a very large degree
4 - To a large degree
3 - To a moderate degree
2 - To a minor degree
1 - Not at all

17.	I would like to apply the skills acquired to other work situations	1	2	3	4	5
18.	I would like to apply the skills acquired to situations outside of work	1	2	3	4	5
19.	I believe that the efforts and recommendations of the team could have a significant impact on the organization	1	2	3	4	5
20.	I believe that the efforts and recommendations of the team have had a positive impact on the organization	1	2	3	4	5
21.	I believe that the efforts and recommendations of the team will have a positive impact on the organization	1	2	3	4	5
22.	The team experienced recognition and reward for its efforts	1	2	3	4	5

23. Are there any other comments you would like to make?

APPENDIX D

1981 RETREAT: SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS

1981 RETREAT: SUMMARY OF RESPONSES TO OPEN-ENDED QUESTIONS

QUESTION 1: At this retreat I shall be satisfied if (the following are achieved) ....

1. Frank and honest discussions
2. Cooperation among staff
3. Easy and free communication
4. Positive action regarding problems
5. Respect for individuals
6. Good practical solutions
7. Staff contribution to solutions are used
8. Training program for Management Team of General Administration Division
9. Awareness of CXC's functions and objectives
10. Knowing one person better

While all of the points made were vigorously upheld, Nos. 1-3 were overwhelmingly supported, followed by Nos. 4-6.

QUESTION 2: One of the things I like best about my work at CXC is ....

1. Contribution to educational development
2. Intellectual challenge of a growing institution
3. Challenge of creating a special institution to meet Caribbean needs
4. Variety and novelty of experience
5. Travelling and meeting people
6. Cooperation among peoples of the Caribbean
7. Salary and emoluments
8. Cooperation among staff
9. Meeting deadlines in spite of all things

Nos. 1-3 received the strongest support followed by Nos. 4-6. There was ambivalence about Nos. 7 and 8.

QUESTION 3: Things would run more smoothly at CXC if (the following conditions prevailed) ....

1. More communication between and within departments
2. Planning and programming of activities
3. Realistic scheduling
4. More cooperation

5. Rewards and praise for good work
6. Even distribution of workload
7. Appropriate training for key persons including Management
8. Task orientation of staff
9. Integrity of the institution
10. Appreciation of the work of each division
11. Greater loyalty to the organization

Nos. 1-4 were overwhelmingly supported.

QUESTION 4: One of the things that really bothers me at CXC is ....

1. Inordinate demands on personal time
2. Lack of good interpersonal relations
3. Low morale of staff
4. Poor communication between and within divisions
5. Rush is norm
6. Unrealistic schedules
7. Lack of appreciation of categories lower than Principal Staff
8. Low appreciation of others
9. Lack of clear job descriptions
10. Lack of openness to constructive criticism
11. Passing the buck
12. Lack of scope for professional development
13. Job security and assessment
14. Impoliteness
15. Organization may die from lack of funds

QUESTION 5: One of the issues I am concerned about is ....

1. Public relations and image of CXC
2. Lack of proper planning
3. Time pressures
4. Passing the buck
5. Promotion and other professional incentives
6. Too much emphasis on trivial things
7. Lack of appreciation of staff

8. Organizing work to reduce stress
9. Interpersonal relations
10. Pension scheme
11. Irresponsible staff members
12. Lack of job descriptions

APPENDIX E

1981 RETREAT: SUMMARIES OF REPORTS OF SUB-GROUPS

1981 RETREAT: SUMMARIES OF REPORTS OF SUB-GROUPS

GROUP A: Planning and Scheduling

1. Plan by objectives: identify clearly and explicitly the objectives of the total organization
2. Identify the objectives of each division
3. Set targets and schedule activities: chart and display
4. Divisions meet and present their targets and coordinate, to create an overall plan: chart and display
5. Implementation of items listed below
6. Monitor by Division
7. Monitor overall plan
8. Periodic evaluation by Division
9. Periodic evaluation by coordinator/coordinating group
10. Feedback of information from 8 and 9 above
11. Review and revision of plans where necessary
12. End of cycle evaluation

GROUP B: Public Image

1. Internal

   It starts at home. Create a good image internally. Create loyalty to the organization.

   How? Set up the machinery to settle grievances. This machinery must be respected.

   By Whom? Effect personnel management

2. External

   Create a good image among important publics such as teachers, employers and the general public

   Distribute more information about CXC by:

   a. frequent press releases
   b. monitoring the releases sent
   c. PR visits to participating territories to provide information
   d. explore and use opportunities to address relevant publics such as employers and Parent-Teacher Associations

Market CXC:

a. Use catch phrases

b. Print and publicize complimentary views expressed by others about CXC

c. Use advertising and promotion

d. Explain the difference between the Basic and General Proficiency examinations

Is CXC more demanding than GCE? If not, allay the fears of parents and teachers.

GROUP C: Communication

1. Between Individuals
   a. Supervisor to share essential information with all members of unit
   b. Colleagues to share information and approaches so that all can benefit
   c. Use of divisional notice boards
   d. Support each other: for instance, arrange for colleagues to perform tasks for which you are responsible if unable to be present
   e. Need for easier dialogue and improved relationships between different levels and categories of staff, for example, graduates and non-graduates
2. Between Departments
   a. More inter-departmental communication
   b. Better use of files
   c. Proper authorization
   d. Circulation of reports

GROUP D: Job Security

Problems

1. Lack of feedback on performance during probation
2. Lack of union representation
3. Lack of promotion between and within departments
4. Persons below supervisory level feel insecure and unrepresented because of:

   - a. lack of support from colleagues
   - b. lack of support from supervisors who seem to be the allies of management

5. Nationals vs non-nationals

Suggested Solutions

1. Feedback on performance both during and after probation should be obligatory and structured. Suggested procedure:
   - a. Assessment with immediate supervisor; this is then forwarded to the Head of Division
   - b. Supervisors should be trained to conduct the assessment
   - c. Assessment should be regarded as an opportunity for staff development rather than as an opportunity to penalize
   - d. Assessment should occur at least twice per year. The second should reflect progress or improvement where necessary
   - e. The final assessment should be filed with the Records Department. Assessments should be referred to when necessary, for example, for promotion
2. The Staff Association should be as vibrant as a union. It should register as such if that gave members a feeling of greater security
3. New posts should not be created indefinitely. Mobility within a small organization could be increased by:
   - a. promotion on merit
   - b. upgrading
   - c. wherever possible, use suitable persons from within the organization to fill higher posts which become available
   - d. transfers to increase job satisfaction
   - e. promotion not only on seniority but also on performance
   - f. establish staff development policy to ensure second in command or back-up for every post
4. a. Staff at all levels should be structured in groups for greater communication and relationships
   - b. Need for training of supervisors in supervision and staff management
   - c. Need to establish grievance procedure
   - d. Education of staff by Management and Staff Association in areas such as the responsibility of both staff member and supervisor: roles and role playing
   - e. Information flow: the psychology of insecurity

GROUP E: Staff Relationships

1. Arrange more informal activities such as the retreat, games, staff club
2. Try to understand each other and provide more opportunities to discuss personal problems
3. Provide more information, for example, through monthly bulletins
4. Recognize good performance and appreciate the stress a particular division may be experiencing
5. The Retreat should be made an annual affair
6. Share concerns, for example, through ad hoc interdepartmental meetings
7. Increase the flow of information through exchange of divisional minutes and action taken
8. Incentive awards such as increments for good performance
9. Change of terms "Principal" and "Supporting" to describe staff categories
10. Senior members to help junior and new members to adjust to the organization and deepen their involvement

GROUP F: Attitudes

The attitudes which cause concern related to members of the organization, the various divisions and the organization as a whole.

Suggestions

1. Need to demonstrate belief in the worth of individuals as persons
2. Be courteous
3. Give credit where it is due
4. Admit personal error; try putting one's self in the position of the other person
5. Welcome and orient new staff
6. Be consistent in dealing with misdemeanors
7. Action should be taken against those persons who came today for a few minutes and left

GROUP G: Appropriate Training

Management Training

For heads of division, middle management and other appropriate persons, to facilitate efficient planning and scheduling. Such training should include:

1. costing

2. Organization and methods
3. Leadership
4. Group Behavior
5. Interpersonal relationships

Other Specialized Training

Management should also be sensitive to the need for other specialized training in areas such as:

1. Printing
2. Computer related
3. Business studies
4. Office procedures
5. Secretarial duties
6. Hospitality and reception

The receptionist's role is not fully appreciated. She needs to have much more information than she now has. She needs to know, for example, which members are on leave, or travelling, what subjects are currently offered, and other office related information.

There is also a need for a place where all staff can share whatever information they have, including staff travel schedules.

In-House Training

1. To include involvement in total planning, not just fragments
2. Inter-divisional briefing sessions to sensitize each other as necessary and share skills
3. For all of these activities the resources already available within the organization should be more fully utilized

GROUP H: Lack of Adequate Job Descriptions

1. Job descriptions to differentiate between general responsibilities and specific duties to facilitate assessment
2. To promote job satisfaction, job descriptions should state the purpose of significant tasks
3. Jobs should be designed first and then persons selected to fill them rather than jobs being built around persons. This creates problems of replacement
4. Jobs should be designed to promote growth and development

5. Vague phrases such as "any other duties that may be assigned" should be omitted
6. All job descriptions should be circulated to all staff members to facilitate communication

APPENDIX F

1982 RETREAT: SUMMARY OF EXPECTATIONS EXPRESSED BY PARTICIPANTS

1982 RETREAT: SUMMARY OF EXPECTATIONS EXPRESSED BY PARTICIPANTS

1. Ways of facilitating better interpersonal relations
2. Means of generating a spirit of cooperation
3. Clear lines of direction
4. More humane approaches from staff members
5. Businesslike, systematic approach to problems
6. **Honesty**
7. Techniques for problem solving
8. Better follow up than last year: speedy resolution of problems
9. How to cope with stress on the job
10. Better communication between levels
11. More emphasis on two-way communication
12. Greater appreciation for each other as persons, the roles played by persons in CXC and the pressures under which people work
13. Need to invoke God's blessings on activities
14. Charity in dealing with human beings
15. Better communication and understanding of human behavior
16. Consultation with staff
17. Before a project is implemented it should be thoroughly discussed and documented, so that any problem which may arise can be spotted
18. These expectations will be considered and followed through

APPENDIX G

1983 RETREAT: SUMMARIES OF REPORTS OF SUB-GROUPS ON THE ORGANIZATION'S LONG AND SHORT TERM GOALS AND AREAS OF CONFLICT

1983 RETREAT: SUMMARIES OF REPORTS OF SUB-GROUPS ON THE ORGANIZATION'S LONG AND SHORT TERM GOALS AND AREAS OF CONFLICT

GROUP A

Long Term Goals

1. To have the best examination system available
2. Staffing: based on professional, technical and operational competence
3. To create a cost-effective system
4. To remove territorial biases and segregation
5. To meet the educational testing needs as identified by participating territories
6. Offer consultancy services

Short Term Goals

1. Determine the relevance of the syllabuses to the needs of participating territories
2. Orient staff to the goals, functions and operations of the system
3. Adopt valid, reliable and appropriate examination procedure
4. Clarify the distinction between Basic and General: profiles and grades; criterion and norm-referenced testing
5. Identify areas for improvement in staff performance
6. Upgrade the skills and competencies of the staff
7. Provide motivation and deepen commitment of staff members through improved conditions of service, promotion incentives, health care, uniforms, office accommodation, and job security
8. Improve lines of communication between employees and supervisors as well as among and within divisions

Conflict

1. Use of traditional management styles in a changing situation
2. Inadequate human and financial resources to achieve the targets set
3. Lack of appreciation for the demands and complexity of the tasks needed to achieve the goals
4. Lack of sensitivity for the priorities of others

GROUP B

Long Term Goals

1. Staff development
2. Improvement in quality and relevance of examinations
3. Teacher orientation, appropriate syllabus and curriculum development
4. Encourage all territories to take CXC examinations
5. To decrease expenditure
6. To make CXC financially viable
7. To attract more private candidate entries
8. To provide an alternative to the School-Based Assessment component of the examinations to facilitate private candidates

Short Term Goals

1. Internal organizational development; improve interdivisional relations, plan reasonable and manageable work schedules
2. Establish and adhere to recruitment policies
3. To decrease and eliminate overload

Recommendation

Cost analysis of projects prior to implementation

GROUP C

Long Term Goals

1. Take over all secondary school leaving examinations
2. To revolutionize education in the Caribbean
3. To emphasize and foster spiritual and cultural goals
4. To attract and retain staff of the highest calibre through effective training and incentives
5. To become self-supporting financially

Short Term Goals

1. To promote a healthy and harmonious work environment
2. To encourage timely and effective communication
3. To plan activities to be effective and timely
4. To gain full acceptance of CXC certification in the region
5. To involve staff at all levels in decision making
6. To create schemes to assist staff in financial ventures such as housing

Conflict

1. Demands of time
2. Incongruence of goals

GROUP D

Long Term Goals

1. Mobility of staff: promotional opportunities
2. Proper scheduling of work
3. More camaraderie
4. Possible change of management styles

Short Term Goals

1. To have workloads evenly distributed
2. Prompt follow up action
3. Cost consciousness, for example:
    a. Paper wastage: for unnecessary circulars, memoranda, and sick-leave forms
    b. Electricity: for example, turning off office fans and lights when not in use
4. More sensitivity to people's needs

Conflict

1. Individual vs organization: Staff have conflict with the question "which comes first, CXC or the individual?" Management makes staff feel that CXC is always first
2. Pursuing Studies: Study leave without pay for two years in the case of university studies for supporting staff. At present the staff feel that in order to cope with the pressures of studies they have to lower their level of productivity at work
3. Inter-personal relationships across divisions: Individuals feel that they should be able to assist in other divisions, for example, in the Examinations Administration Division but their own divisional head feels that there is work in their division to be done
4. Decision Making: Too many decisions made without the involvement of staff members. Staff feel that as adults they should be allowed to participate in decisions which do not affect policy
5. Communication: Because of the lack of official communication, the CXC Grapevine takes over.

GROUP E

Long Term Goals

1. Assume responsibility for conducting other examinations within the region
2. Staff development which allows for personal growth
3. Reliable and valid examinations
4. Cementing the regional nature of the organization
5. Improved staff relations

Short Term Goals

1. Develop a firm approach to conducting examinations
2. Increased space
3. Cost-saving schemes
4. Staff development which allows for personal growth
5. Reliable and valid examinations
6. Increased recognition for examinations
7. Cementing the regional nature of the organization
8. Improved staff relations

GROUP F

Long Term Goals

1. Survival
2. To improve the physical image of CXC
3. Maintain CXC's technical thrust in the face of conflicting values and emphases in the territories

Short Term Goals

1. To achieve adequate funding for the operations of the Council
2. Good human relationships between the various grades of personnel
3. Achieve acceptability without compromising the validity of the examinations
4. To reach break-even point
5. To relieve constant pressure of work by careful planning and priority listing

Conflict

Priority listing (or lack of) by Governments of the member territories for funding education could adversely affect the funding of CXC.

APPENDIX H

CONVENOR/CONSULTANT AGENDA SHEET

CONVENOR/CONSULTANT AGENDA SHEET

Meeting: Task Team I
Date: Nov 20, 1984
Time: 3:00 pm
Place: Conference Room

Purpose/Desired Outcomes:

1. Clarify goals and priorities, and convert them into concrete images of outcomes to be achieved within a specific time frame
2. Identify supports to be mobilized and obstacles to be overcome
3. Prepare start up action plan

TIME ESTIMATE	FLOW OF AGENDA	PURPOSE/RATIONALE/ DESIRED OUTCOME	ACTIVITY/METHOD/PERSON RESPONSIBLE
2 mins	1. Welcome	Set tone	Convenor/consultant
3 mins	2. Why are we here?	Sharing rationale	Participants give their thoughts Convenor/consultant explains that we are here to address jointly, the problem of the cleaning of the office, to analyze related issues, explore alternatives and try to come up with workable realistic solutions
5 mins	3. How will we operate?	Sharing information re group processes and methods to be used	Convenor/consultant explains that participants present have been invited to start up session because of their immediate involvement in this particular field of activity. However, continued participation should be on a voluntary basis, since we would like participants to be committed to putting time and energy into the project We shall work together to do the following: - clarify our goals and priorities - set deadlines and sub-goals - evaluate and celebrate progress (give examples) - use the different resources and skills of members, add new members as necessary - identify and use outside resources

TIME ESTIMATE	FLOW OF AGENDA	PURPOSE/RATIONALE/ DESIRED OUTCOME	ACTIVITY/METHOD/PERSON RESPONSIBLE
			- deal with the feelings of participants (give examples) - use brainstorming to increase our productivity and share a lot of ideas in a short time (Post and discuss Rules of Brainstorming) - reality practice (give examples) - Consultant/convenor invites questions, clarification, discussion
10 mins	4. Prouds and Sorries Brainstorm	To develop consensus and priorities about current characteristics, activities and non-activities; needs for change and values to be maintained	Convenor/consultant briefs as follows: - Pretend you are sitting on a flying carpet looking down at the organization this week - Using the brainstorm method, call out concrete observations of what you see/hear going on that makes you proud/pleased or sorry/displeased - Observations must be specific, concrete, and relate to the cleaning activity - Ask for volunteer to record observations on newsprint in Prouds and Sorries columns - Ask "anything else?" a lot - Each person selects his/her 3 "most important" - Show of hands to identify top items - Discuss why these were chosen - Discuss implications of priority sorries - Wouldn't it be fun to celebrate our prouds?

TIME ESTIMATE	FLOW OF AGENDA	PURPOSE/RATIONALE/ DESIRED OUTCOME	ACTIVITY/METHOD/PERSON RESPONSIBLE
20 mins	5. Future trip	To formulate images of a desired future for the organization in relation to this problem area To share priority thinking as well as reasons, values and assumptions underlying the judgments To translate priority images into goal statements of realistic concrete outcomes, to be achieved within a specific time frame	Group decides on time jump, e.g., 3 months, 6 months Convenor/consultant briefs as follows: - It is 3 months (or as agreed) from now. You are again on your flying carpet looking down at the organization. Take a minute of silence to start your ideas - Using brainstorming method again call out concrete observations of what you see/hear that pleases you very much - Observations must be specific and concrete, in the present tense and relate to the cleaning activity - Ask "anything else?" a lot - Volunteer records on newsprint in appropriate columns - Each person selects the 2-3 future images he/she would most like to see happen - Count the choices to agree on preferred images - Discuss reasons for choices, implications and feasibility of working on the priority areas identified Develop and formulate clear, concise, specific, realistic, measurable goals. - List concrete specific examples or clues of what it would be like if the image were achieved - How would we know the goal has been reached - Agree on realistic time frame

<table>
<tr><th>TIME ESTIMATE</th><th>FLOW OF AGENDA</th><th>PURPOSE/RATIONALE/ DESIRED OUTCOME</th><th>ACTIVITY/METHOD/PERSON RESPONSIBLE</th></tr>
<tr><td>20 mins</td><td>6. Identification of blocks and supports</td><td>To diagnose factors to be considered in planning the strategy of action toward future image</td><td>Identify supporting and restraining forces and have volunteer record on force field chart, e.g.

Goal Statement:

<table><tr><th>Supporting Forces</th><th>Restraining Forces</th></tr><tr><td></td><td></td></tr></table>
Remember to include:

- Forces inside yourselves, between people, in the situation, organization, environment, e.g.
lack of skill, ambivalence, enthusiasm, bias, resources, budget, attitudes, etc.</td></tr>
<tr><td>20 mins</td><td>7. Start-up action plan</td><td>To use force field diagnosis as a basis for brainstorming action and selecting start-up action steps</td><td>Select the 2-4 most important restraining forces to be dealt with, and supporting forces to be mobilized to facilitate movement toward the goal

Brainstorm all the ways of dealing with restraints. Record.

Brainstorm all the ways of mobilizing resources. Record.

Review Brainstorm lists, then discuss, choose and indicate:

- Which 2 or 3 actions seem most important, feasible, strategic for dealing with restraints
- Which 2 or 3 steps of mobilizing supports seem most important as starters
- Prepare start-up Action Plan
- Agree on next meeting dates</td></tr>
</table>

TIME ESTIMATE	FLOW OF AGENDA	PURPOSE/RATIONALE/ DESIRED OUTCOME	ACTIVITY/METHOD/PERSON RESPONSIBLE
10 mins	8. Meeting evaluation	To obtain participant's reaction to the meeting as a basis for improvement	Participants complete evaluation sheet
90 mins			

START-UP ACTION PLAN SHEET

Our Goal Image/Statement:

First steps in mobilizing/using support forces	Who will do what to initiate the action?	When?
1.		
2.		
3.		

First steps in dealing with restraining forces	Who will involve whom to do what?	When?
1.		
2.		
3.		

When will we check on progress of action?

Who will call or convene whom? When?

Reminder notes of my commitment:

FORCE FIELD DIAGNOSIS SHEET

GOAL STATEMENT:

Driving, supporting forces	Restraining forces

Factors Inside Persons

Factors in Group and Between People

Factors in Division, Organization or Environment

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